

**Psychology 3151 / 5151 -- Direct Applications of Behavioral Principles
(Previously 351 / 507)**

**Spring Semester/ 2008 Tu-Th 2:40 – 4:00, Weiss Hall Rm. B-37
Instructor: Philip N. Hinline**

Dates and times of field trips

12 February : Bancroft NeuroHealth – (Child Behavior Disorders) 9:00 AM
20 March ??: Re-Med (Head Injury Rehab) – 10:00 AM
8 April: Bucks County Intermediate Unit – (Autism Interventions)3:00 PM

Office Address: 950 South or 819 Weiss Hall

Instructor's Office Telephone 215-204-1573 or 1579

Instructor's E-mail address: hinline@temple.edu

Instructor's Office Hours:

**Tuesday & Thursday 4:15 – 5:15 Weiss Hall B-37 or 950 South
Friday 12:30 – 1:30 Weiss Hall 819 or 950 South**

**Prerequisites: Psych 250/2103 or Psych 505/5103 or Sp. Ed. 511/5511
OR PERMISSION OF INSTRUCTOR**

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student s and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Course Goals and Methods

To introduce students to the methods and possibilities of Applied Behavior Analysis, an interrelated set of three pre-designed laboratory experiments will be performed (each of which takes several class sessions) that demonstrate principles of behavior analysis that involve operant conditioning and within-subject research designs. Supplementing these will be three field trips to external sites where behavioral principles are routinely applied: a) The Lindens, at Bancroft NeuroHealth, which is a facility for children with severe behavioral problems; b) Re-Med, which is a facility for individuals who have suffered closed-head injuries; and c) the Bucks County Intermediate Unit, which designs and manages interventions for children with autism and other special educational needs. Concurrent with this will be individual projects that address behavior of personal concern to class participants. A student's written report of this project will stand in lieu of a final examination.

Required and Optional Texts – Available at Zavelles, on Broad St. 1 block south of campus

Required: Pierce & Cheney (2004), Behavior Analysis and Learning (third edition)
 Mahwah, NJ: Erlbaum ISBN 0-8058-4489-9
 Bailey & Burch – How to Think Like a Behavior Analyst
 Mahwah, NJ: Erlbaum. ISBN 0-8058-5888-1
 Hinline (2007) Course Manual: Direct Applications of Behavioral Principles,

Course Policies

1. *Reading in Preparation for Class*

The reading assignments will include: a) selections from the textbook that are relevant to ongoing experiments; b) assigned pages in the Lab Manual that describe rationale and procedures for the experiments; c) reprints (supplied via BlackBoard) that are relevant to impending site visits or ongoing experiments. d) brief sections from How to Think Like a Behavior Analyst, by Bailey & Burch, which will provide the basis for student comments to be posted in the Discussion Forum on BlackBoard. (Select twelve from those Identified under "B&B" in the table below). Postings must be accomplished within two weeks of the assigned date.

There will be three quizzes, each on the day when a new experiment begins, focusing upon the experimental procedures and the rationale of the experiment. Other readings are to be explicitly addressed when you write about the experiments, about your independent project, and about the site visits, all of which are addressed below.

2. *Experiments and their Reports*

An interrelated set of three pre-designed experiments (designated as Experiments # 1, #2, and # 3 in the Lab Manual) will be performed that demonstrate principles of behavior analysis that involve operant conditioning and within-subject research designs. To run the experiments, most people will work in pairs and alternate between the roles of controller and recorder, as the procedures permit. Regarding your choice of a lab partner: You may be required to run experiments past the scheduled class time on a few (typically, two) occasions when behavioral criteria must be met. One or both of you should be prepared to remain past the scheduled class time, if necessary.

You will be required to summarize your results of each experiment in both written and graphical format. In addition, you will be required to answer several short-essay Discussion Questions for each experiment. Partners share data (photocopied), **but each person prepares his/her own sets of graphs and each writes his/her own description of results and answers to the Discussion Questions. Assignments must be submitted at the beginning of class on the due dates to receive full credit; lateness will cost one point per day.** Substantial credit for each report (including Reaction Papers, described below) will be based upon your relating your report to the relevant readings assigned prior to its due date, these are to be cited by identifying authors and relevant page numbers.

3. *Independent Project.*

The independent project is to be an exploration of ways in which behavior analysis can be applied to our everyday lives -- a study involving behavior that is of concern to you. Perhaps there is something about your own behavior that you would like to change. Perhaps someone you know has a "habit" which bothers you. In either case, the independent project is a way to show how behavioral principles apply not only to laboratory animals, but to humans as well. Even if you decide to change the behavior of a pet animal, a major concern will be your own behavior of interacting with that animal. You will conduct your independent project in a way that is similar in many respects to the other projects in this course -- beginning with the gathering of baseline data (which should **begin soon**). The written report of this project will take the place of a final exam. One of the articles assigned for immediate reading (Rogers-Warren -- available electronically on BlackBoard) will help you systematically identify an appropriate project.

All experiments and reports concern clear and correct description as well as correct application of behavioral principles, including scientific methods based upon within-subject comparisons. Regarding the former, your use of a word-processing program is critical in meeting the requirements of the course. If you need assistance with this, or

with effective writing, more generally, Computer Services on the Ground Floor of Wachman Hall and the Tuttleman Writing Center at 204-0700 are useful resources.

4. Site Visits and Reaction Papers.

A special feature of this course is the inclusion of three visits to sites where behavioral principles are implemented by design in applied settings. There will be an article assigned to help prepare you for each site visit; the format of the site visits will include the opportunity to discuss those articles with on-site personnel, who also will have read them. A week after each site visit, a brief Reaction Paper will be due, relating your observations at the site to the assigned readings as well to the laboratory experiments. Each visit will take the place of the regular class meeting for the given day. Transportation will be arranged informally, via car-pooling. Given the small number of site visits, it is hoped that students with full-time jobs will be able to adjust their schedules to accommodate these events. In cases where this is not possible, a commentary on the related assigned reading can stand in lieu of the site visit and reaction paper.

5. Animal Care

The Lab Manual provides details on animal care. Each student has responsibility for weighing and feeding his/her rat on laboratory days. Please read the animal care guidelines carefully! The instructor—on a case-by-case basis—will determine consequences for any negligence with respect to animal care responsibilities.

Policy on Academic Honesty

It is to be understood that while informal discussion between students – especially between lab partners – is encouraged, any specific written contributions, including Blackboard postings, quiz answers, and designated sections of prose in lab reports are to be the student's own work. Thus, Partners share data (photocopied), **but each person prepares his/her own sets of graphs and each writes his/her own description of results and answers to the Discussion Questions.** Acknowledging the contributions of others – for example, in recognizing someone else as the source of a uniquely pertinent example or of a notable interpretation of an experimental result -- is always appropriate, and does not detract from one's own contributions. Excellent scholarship often draws upon the work of others, for that is the meaning of "cumulative knowledge."

Course Grade consists of the following components, weighted as follows:

3 Quizzes.....	30
3 Reaction Papers.....	30
BlackBoard Posts re. Selections from B&B	6
Graphs for DataShare (3).....	9
Report # 1.....	25
Report # 2.....	30
Report # 3.....	30
Preliminary Project Template.....	5
Progress Report w. graph.....	5
Final Report.....	30
Total.....	200

Grading Scale (approximate)

A- through A = 160 - 180 || B- through B+ = 120 - 159 || C- through C+ = 80 - 119 || etc.

Attendance and Class Participation

Due to its laboratory-based nature, attendance is a crucial component of this course. Accurate attendance records will be kept throughout the semester, and strong as well as poor attendance will have a bearing on each student's final grade. Your lab partner is not obligated to provide you with the data collected for an experimental session if you are not present for that session. Thus, if you are going to be absent during an experimental session, it is of great importance that you consult your lab partner as soon as possible. On the other hand, students whose work or course schedules conflict with the field trips will not be penalized, provided they write a summary of and commentary on the research article that is assigned in conjunction with the given trip. The summary and commentary will be due at the class meeting that follows the trip.

Homework / Class Preparation

See "Course Policies," above.

Quizzes

There will be three, as described above

Oral Presentation

On "Data Share" days, students are to describe, in small groups, their preliminary analyses of experimental data, **including graphs.**

Special Project

See "Independent Project" above

The Final Examination

The written report of the Independent Project will serve in lieu of a final exam.

Papers

See "Course Policies" above.

Late papers policy

There will be a penalty of one-half point per day for late papers.

Schedule of Class Topics and Assignments

See next page.

Psych 351/507/961: Direct Applications of Behavioral Principles Fall, 2005
Schedule of Activities, Assignments, and Requirements

Date	Lab/Lecture Topic	Reading Assignments	B&B	Quizzes, Written Products
01/22	Intro: Agenda & Requirements	Acquire Text & Course Manual (Zavelle's)		Writing Sample
01/24	Intro to Equipment	Manual: Indep. Project, Animal Care pages	Q1, Q2, Q8	
	Discuss Independent Project	Reprint: "Planned Change: Ecobehav..."	Q24	
01/29	Partner up; meet subjects	Pierce & Cheney (P&C) ; pp. 2-23 Reprints: PNH - "Behaviorism" "Single-Case Exp. Designs"	Q3, Q6, Q17	
01/31	Exp. # 1: "Consequences"	Manual: Exp. 1 Instructions; P&C 83-102	Q7, Q23	Quiz # 1
02/05	Exp. # 1	P&C 36-49; 364-369	p. 32, Q48	Project Template
02/07	Exp. # 1; Prep for Site Visit	Visit Prep Assignment # 1: Lehrman&Iwata P&C pp.27-31 & 34-35	Q10, Q19	
02/12	SITE VISIT I. (morning)	BANCROFT - "The Lindens"	Q11, Q13	
02/14	Catch-Up Time	Manual: Report Format; Exp. 2 Instructions		Reaction Paper # 1
02/19	Exp. # 2 "Discrimination"	P&C 118-146		Quiz # 2
02/21	Exp. # 2	Prepare Graphs for Rept # 1		DataShare
02/26	Exp. # 2	P&C 208-224		Exp. Report # 1
02/28	Exp. # 2	Measurement re. Projects - review 364-369	Q14, Q20	
03/04	Exp. # 2	Visit Prep Assignment # 2: Glenn		
03/06	Exp. # 2		Q21, Q36	
	SPRING BREAK			
03/18	Exp. # 2	P&C 358-364, 374-386		Project Prog. Rept.
03/20	SITE VISIT II. (morning)	Re-Med (Head Injury) P&C 109-121	Q27	
03/25	Exp. # 2			Reaction Paper # 2
03/27	Exp. # 3	Exp. 3 Instructions		Quiz # 3
04/01	Exp. # 3	Prepare graphs for Rept # 2	Q22, Q35	DataShare
04/03	Exp. # 3	Visit Prep Assignment # 3: Touchette		
04/08	SITE VISIT III.(afternoon)	Bucks County Intermediate Unit (autism)		
04/10	Exp. # 3	Wanchisen et al., 1989	Q12,	
04/15	Exp. # 3			Reaction Paper # 3
04/17	Consult re. Project Reports		Q32, Q33	
04/22	Consult re. Project Reports			Exp. Report # 2
04/24	Consult re Project Reports		Q37, Q38	
04/29	Consult re. Project Reports	Prepare graphs for Rept # 3		DataShare
05/01	Final Meeting, Course Eval.			Exp. Report # 3
05/08	Exam Week Begins			FINAL PROJECT DUE