Department of Health Professions Mission Statement
Anchored in the pragmatic liberal arts tradition, the department of health professions educates students to become effective and innovative health and behavioral professionals who will satisfy the growing demand for their services.

COURSE INFORMATION

General
Class Time & Location: Tuesdays 6:45-9:15 p.m. in Bush 308
Instructor: Michele Williams, Ph.D., BCBA-D
Office: Warren Administration Building, Basement D
Phone: 407.646.2036
E-mail: AMWilliams2@Rollins.edu
Office Hours: Tuesdays/Thursdays 3:30-6:30 p.m. or by appointment using the following link: http://doodle.com/AMWilliams2

Course Description
Course surveys the conceptual and empirical foundations of the radical behavioral approach and contrasts it against other behavioral perspectives and mainstream assumptions of clinical psychology.

Course Format
The format will be lecture, large- and small-group discussion, and critical analysis. Students are expected to come to class thoroughly prepared to discuss the topics of the assigned readings. Class participation is expected.

Required Texts (You will be assigned one to read over the course of the semester)

Required Primary Source Readings


**Course Learning Objectives**

1. Students will explain the philosophical assumptions of behavior analysis.
2. Students will distinguish between radical behaviorism, methodological behaviorism, and structuralism.
3. Students will define and provide examples of operant conditioning.
4. Students will distinguish between verbal and non-verbal operants.
5. Students will describe the similarities and differences between contingency-shaped and rule-governed behavior.
6. Students will explain the importance of the behavior principles of reinforcement, punishment, and extinction with regards to the philosophy of radical behaviorism.
7. Students will explain the importance of reliance on scientifically and professionally derived knowledge in human service provision and scholarly or professional endeavors.

**Assignments and Grading Criteria**

**Quizzes**

Each class will begin with a quiz on the week’s required readings as well as the previous week’s lecture and discussion. No make-up quizzes will be given and you will not receive credit for the quiz if you leave before the end of that night’s class. *(5 points each; 60 points total)*

**Participation**

It is very important to be able to talk about what you know, not simply to just know it. Graduate courses rely heavily on talking and many questions will be posed during class period. On occasion, I will call on people as well. Speak up often and know that your efforts will pay off in your work. *(5 points per class period; 60 points total)*

**Study Questions (SQs)**

To help you stay on track with your reading, you will be required to complete 50 discussion questions on your assigned text. Ten questions will be due to be turned in on Blackboard before
class on each of the dates listed in the Course Schedule. You will also be given time to discuss your assigned book with your fellow students in those classes. (50 points total)

**Paper**

To help you assimilate the information covered in the course, a paper will be due for this class in two parts. The first will be an outline and abstract of your intentions in writing the paper. The second will be the completed paper.

- **Outline & Abstract.** This portion of the assignment requires you to pick a topic from *Beyond Freedom and Dignity* or *Walden Two*. For the 1st assignment, you must formulate a working title, construct an outline (single page), write an abstract that delineates the purpose and direction of your paper, and submit it online through Blackboard. (25 points)

- **Final Paper.** The final paper should be written in APA format and include my constructive feedback from the first assignment. It should be written with a focus on 1) clearly describing the topic as a behaviorist sees it, identification of the implications of this topic for our science, and 3) making sure you are able to point out deficiencies in how a behaviorist views the topic, along with suggestions for ameliorating the deficit. You may include additional resources to support your argument. The paper should be written in APA format, submitted online through Blackboard on the required date, and be 5-10 pages, not including title page, abstract, or references. (25 points)

**Exams**

Two exams will be administered, one at mid-term and one at the end of the semester. The exams will cover material from the lectures and discussions as well as from the assigned articles, and will consist of short-answer and essay questions (some of which may be taken directly from or may resemble previous quiz questions). (2 exams at 30 points each = 60 points)

**Grading**

- Quizzes: 60 points
- Participation: 65 points
- Study Questions: 50 points
- Paper: 50 points
- Exams: 60 points

*Total = 285 points*

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<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>255 – 285 points</td>
<td>89.5% or higher</td>
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<tr>
<td>B</td>
<td>227 – 254 points</td>
<td>79.5-89.4%</td>
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<tr>
<td>C</td>
<td>198 – 226 points</td>
<td>69.5-79.4%</td>
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<tr>
<td>F</td>
<td>197 points or fewer</td>
<td>69.4% or below</td>
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## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>2 9/5</td>
<td>History of Behavior Analysis: Methodological Behaviorism</td>
<td>Malone, 2014; Moore, 2010; Quammen, 2004</td>
<td>Quiz 1</td>
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<tr>
<td>3 9/12</td>
<td>History of Behavior Analysis: Radical Behaviorism</td>
<td>Ledoux, 2003; Moore, 1985; Moxley, 2004</td>
<td>Quiz 2; SQ Set 1 due</td>
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<td>4 9/19</td>
<td>Behavior as a Subject Matter</td>
<td>Baum, 1995; Baum, 2013; Krakauer et al., 2017</td>
<td>Quiz 3</td>
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<td>5 9/26</td>
<td>Categories of Behavior; Consequences &amp; Concepts</td>
<td>Apel &amp; Diller, 2017; Shimp, 2013; Staddon, 1995</td>
<td>Quiz 4; SQ Set 2 due</td>
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<td>6 10/3</td>
<td>Selection by Consequences</td>
<td>Biglan, 2016; Glenn, 2004; McKearney, 1977</td>
<td>Quiz 5</td>
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<tr>
<td>7 10/10</td>
<td>Elementary &amp; Complex Verbal Relations</td>
<td>Guerin, 1994; Michael et al., 2011</td>
<td>Quiz 6; SQ Set 3 due</td>
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<td>8 10/17</td>
<td><strong>Mid-Term Exam</strong></td>
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<td>9 10/24</td>
<td>Private Events</td>
<td>Dougher, 2013; Leigland, 2014</td>
<td>Quiz 7</td>
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<td>10 10/31</td>
<td>Research Methods</td>
<td>Baer, 1998; Moore, 2016; Staddon, 2013</td>
<td>Quiz 8; SQ Set 4 due</td>
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<td>12 11/14</td>
<td>Opposition to Mentalism; The Challenge of Cognitive Psychology</td>
<td>Palmer, 1991; Skinner, 1985; Wegner &amp; Wheatley, 1999</td>
<td>Quiz 10; SQ Set 5 due</td>
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<tr>
<td>14 12/5</td>
<td>Traditional Philosophical Issues, Part II; Radical Behaviorism as an Epistemology</td>
<td>Hackenberg, 2013; Skinner, 1989; Wyatt et al., 1986</td>
<td>Quiz 12; Final Paper due</td>
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<td>15 12/12</td>
<td><strong>Final Exam</strong></td>
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### POLICIES

**Syllabi Statements**
Please use the following link to access the policies regarding the Academic Honor Code, Credit Hours, Accessibility Services, Title IX, Absences for Religious Holidays/Athletics, & Recording Devices: [https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx](https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx)
Course and Instructor Evaluation
At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades 10 days before students who do not complete an evaluation form.