

**EAB 4930: Advanced Seminar in Behavior Analysis:
Advanced Topics on Behavioral Processes, Fall 2022**

Instructor: Chris Podlesnik, PhD, BCBA-D

Email: cpodlesnik@ufl.edu

Office: 320 Psychology Building

Office hours: By appointment

Time/Location: 112 Newins-Ziegler Hall (NZH)

Tuesday 9:35-11:30am

Thursday 10:40-11:30am

Graduate Teaching Assistant: Kyleigh Montague, kyleighmontague@ufl.edu

Undergraduate Teaching Assistant: Sharon I. Ochoa, ochoas@ufl.edu

Course Description: Behavior results from fundamental processes that translate experience into action. This course will cover a range of experimental and theoretical approaches to understanding behavioral processes relevant to major concepts in behavior analysis, including reinforcement, punishment, conditioning, stimulus control, etc. Understanding the processes potentially underlying behavioral phenomena equips researchers and clinicians with frameworks and principled approaches to asking research questions and implementing interventions. Therefore, the goal of this course is to provide students of behavior analysis with additional tools for understanding and explaining behavior.

Course Objectives: After completing this course, students will be able to:

- Identify the simple and more complex forms of behavior and learning
- Describe how fundamental research on reflexes and classical conditioning provide insight into the relation between learning and biological processes
- Describe different theoretical approaches to understanding classical conditioning
- Describe how fundamental research on stimulus control provides insight into complex discriminations and concept formation
- Identify how economic approaches to understanding operant behavior conceptualize reinforcers and their effectiveness
- Describe the different types of aversive control, its importance for survival, and the variables influencing its effectiveness
- Evaluate how extinction affects both operant behavior and induces other patterns of behavior
- Explain how reinforcement contingencies directly and indirectly contribute to the variability in behavior
- Describe how choice is fundamental to understanding operant behavior generally and ways of conceptualizing how consequences affect choice
- Identify different interpretations of how events described as conditioned reinforcers influence operant behavior
- Explain how concepts of induction, allocation, and contingency can explain concepts such as stimulus control, misbehavior, and extinction
- Identify how a contextual account of relapse conceptualizes how environmental events influence the elimination and return of behavior
- Describe how temporal weighting of events contributes to understanding of choice and relapse
- Describe how theory contributes to translational research in behavior analysis

Course Material: There is no textbook. Instead, all articles and book chapters are available within Files through Canvas. Reading Guides are available for all required readings within Files through Canvas. Completing these guides while reading will assist you in applying and evaluating concepts from the readings more effectively than would a passive read. As with any course material, engaging actively with the material in as many ways as possible (e.g., flash cards) leads to better learning.

There also typically will be additional readings available on Canvas if you are interested in further information on a given topic but these will not be required. Please note there is some chance I might modify the readings but I will let you know ahead of time.

Course Format: As of now, I plan to hold this course face to face. Given the evolving nature of the pandemic, however, the format of this course is subject to change. Classes generally will involve a guided discussion with formal and informal opportunities to ask and answer questions throughout my lecture. It is important to complete readings and guides on time before class begins and be prepared to participate in class activities and discussions.

Exams and Grading: Seven exams will comprise the evaluation for this course, each worth 50 points (350 points total in course). The format for each exam will be mixed, with types of questions likely to include fill in the blank (1-10 words), short answer (1-3 sentences), and one longer answer (half page) question. I will provide a Study Guide to accompany each exam, which will be available within Files through Canvas.

Exams 1-6 are not cumulative, and each will include material covered in the weeks since the previous exam. The cumulative and final Exam 7 is required and can also replace a missing exam grade or substitute for your lowest grade. If you score higher on the cumulative final than on one of your previous exam grades (or a missing grade), that grade will serve as your Exam 7 grade and will replace your previous lowest grade. For example, if you take the cumulative final and score a 90%, your score for exam 7 will be 90% and I will replace your lowest previous exam score with 90% if it was lower than 90%. I will provide a separate set of study objectives for the cumulative final, generally consisting of a selection of study objectives from Exams 1-6, plus a small set from the lecture since Exam 6. I will go over a selection of the exam questions at the beginning of the next class, with a focus on items missed by a majority of students.

This course follows standard university grading policies (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>):

<u>Grade</u>	<u>Percentage</u>
A	93-100%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
E	<60%

Attendance Policies: If you are unable to attend class, be sure to collect notes for any missed classes from a peer. Contact me as early and as soon as possible if you have a university-approved schedule conflict or are unable to take the scheduled exam for any reason. We will follow the university attendance policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Course Schedule: If a class is canceled (e.g., due to inclement weather), be prepared to cover the material or take the exam during the next scheduled class meeting. I will also send instructions via Canvas or the course listserv.

Date		Topic or Exam	Readings
25-Aug	Th	Introduction, Practice Exam	Syllabus & Course Overview
30-Aug	Tue	Evolution and Learning	Powell et al. (2017, Ch 3)
1-Sep	Th		
6-Sep	Tue	Classical Conditioning Phenomena	Lattal (2013)
8-Sep	Th		
13-Sep	Tue	Classical Conditioning Processes	Domjan (2005)
15-Sep	Th	Exam 1	
20-Sep	Tue	Stimulus Control	Pierce & Cheney (2016, Ch 8)
22-Sep	Th		
27-Sep	Tue	Choice	Powell et al. (2017, Ch 10)
29-Sep	Th	Exam 2	
4-Oct	Tue	Behavioral Economics	Hursh et al. (2013)
6-Oct	Th		
11-Oct	Tue	Variability	Neuringer & Jensen (2013)
13-Oct	Th	Exam 3	
18-Oct	Tue	Extinction	Lattal & Lattal (2012)
20-Oct	Th		
25-Oct	Tue	Aversive Control	Hineline & Rosales-Ruiz (2013)
27-Oct	Th	Exam 4	
1-Nov	Tue	Conditioned Reinforcement and Signaling	Shahan (2010)
3-Nov	Th		
8-Nov	Tue	Induction	Baum (2012)
10-Nov	Th	Exam 5	
15-Nov	Tue	Context and Relapse	Bouton (2019)
17-Nov	Th		
22-Nov	Tue	Quantitative Analysis of Relapse	Greer & Shahan (2019)
24-Nov	Th	No Class	
29-Nov	Tue		
1-Dec	Th	Exam 6	
6-Dec	Tue	Translational Research	Mace & Critchfield (2010)
8-Dec	Th	No Class	
16-Dec	F	Exam 7 (final), 12:30-2:30pm	

University Policy on Accommodating Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (<https://disability.ufl.edu/get-started/>). It is important for

students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

University Honesty Policy: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.”

University Policy on In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Policy on Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

COVID-19 Related Statement: In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Please wear a mask during class periods so we can maintain the class as in-person and continue to follow healthy habits, including best practices like frequent hand washing.
- If you are not vaccinated, please get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:
<https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>.
- Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

Sexual Harassment: Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here:

<https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>

Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/> You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>

Campus Resources

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
- University Police Department: 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support: <https://lss.at.ufl.edu/help.shtml>, Call: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu
- Career Resource Center: <http://www.crc.ufl.edu/>, Reitz Union, 392-1601. Career assistance and counseling.
- Library Support: <http://cms.uflib.ufl.edu/ask>, Various ways to receive assistance with respect to using the libraries or finding resources.

- Teaching Center: <http://teachingcenter.ufl.edu/>, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- Writing Studio: <http://writing.ufl.edu/writing-studio/>, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>