

REHB 505, Behavioral Gerontology
Tuesday 9:30 – 12:30 pm
Fall 2014 Course Syllabus and Calendar

Instructor Information

Instructor: Dr. Jonathan C. Baker Office: 311A Rehn/NWA 110
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Office Hours:

Monday: noon to 2 pm, Tuesday: 12:30 pm to 4:30 pm
Others by appointment

Purpose of Course:

This seminar is designed as a survey of behavior analytic research in gerontology. The course will cover both basic and applied research. Basic research will focus mainly on both operant and respondent research. Applied research will focus on both clinical and organizational aspects. Program evaluations designed to determine the effectiveness of both nursing home and community-based interventions, current practices in providing aging services, and contemporary social policies that affect elders will be examined. Readings for this seminar will be drawn from research published in peer-review journals and recent book chapters. While these reading assignments are predominantly primary research studies, a major course objective will be to provide a general foundation for understanding and critiquing intervention research conducted with older adults within the context of current best practice standards, legal mandates, and economic constraints.

Readings:

Each week a series of readings will be assigned. These readings will be drawn from both research articles and recent book chapters. For example, the reading assignment for August 28th will include (note that these are presented in the order that I would recommend reading them):

Williamson, P. N. & Ascione, F. R. (1983). Behavior treatment for the elderly: Implications for theory and therapy. *Behavior Modification*, 7, 583-610.

Burgio, L. D., & Burgio, K. L. (1986). Behavioral gerontology: Application of behavioral methods to the problems of older adults. *Journal of Applied Behavior Analysis*, 19, 321-328.

Carstensen, L. L. (1988). The emerging field of behavioral gerontology. *Behavior Therapy*, 19, 259-281.

*Adkins, V. K., & Mathews, R. M. (1999). Behavioral gerontology: State of the science. *Journal*

of Clinical Geropsychology, 5, 39-49.

*The framework for this article is based on Baer, Wolf, and Risley (1968). If you have not read this article, I strongly recommend you do so. Below is the reference and it can be obtained using pub med through the library set of databases.

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1, 91-97.*

Buchanan, J., Husfeldt, J., Berg, T., & Houlihan, D. (2008). Publication trends in behavioral gerontology in the past 25 years: Are the elderly still an understudied population in behavioral research? *Behavioral Interventions, 23, 65-74.*

LeBlanc, L. A., Raetz, P. B., & Feliciano, L. (2011). Behavioral gerontology. In W. W. Fisher, C. C. Piazza, & H. S. Roane (Eds.) *Handbook of applied behavior analysis*. New York: Guilford Press.

**Baker, J. C., & LeBlanc, L. A. (2010). Behavioral gerontology bibliography. *Association for Professional Behavior Analysts, 16.*

**note that this is not a reading, but it is a bibliography that will assist you. DO NOT try to post any discussion questions about this reading.

A set of all readings in Adobe Acrobat (.pdf) format will be posted on D2L at least one week in advance of the assignment.

Course Requirements:

This course will be conducted as a faculty- and student-led seminar. You will be expected to read all material, prepare a single discussion question based off of any of the reading assignments each week, complete a quiz each class period, participate in all class discussions, lead at least one class discussion, and prepare a 7-page literature review on one of the topics that we discuss in this course.

Discussion questions: Prior to each class period you will be expected to pose **one** discussion question on D2L that is based on some aspect of the reading assignment that: (a) you did not understand or found confusing; (b) you believe would benefit from clarification or elaboration; (c) you believe should be addressed in future research; or (d) you believe to be inaccurate or an inappropriate interpretation of the data or the literature.

The goal of these questions is to promote class discussion and set the occasion for critical thinking and class commentary. Discussion questions/responses should be posted on D2L by 5:00 p.m. THE FRIDAY BEFORE LECTURE. Any questions posted between 5 and 7 pm will receive half credit. Questions posted after 7:01 pm will not receive any credit. Please review all of the questions posted by other students before each class session.

Keep in mind that you only receive points for ORIGINAL posts that are questions. Commenting on someone else's post, although wonderful, will not get you any points. Also, posting

statements (e.g., “I think this is really important!”) will not get you any points.

It is the student’s responsibility to ensure that his or her questions were posted. If you are having trouble submitting the questions, **email** them to me to make sure they go through on time (please only do this if you are having trouble with blackboard – I get 30 to 60 emails a day and it is easy to lose emails, which would result in you losing points).

If you are submitting a discussion question via email, it is best to use the email option in D2L. Using that option “tags” the email in a way that I will know it is related to this course (i.e., less likely I will lose it!).

Leading discussions: Each week we will have a student team lead class discussion on one topic. The discussion topics already exist – they are in the schedule. Each student must pick an item from the list. On the first day of class, we will talk about these. The student who picks a day will be referred to as “the discussion leader.” The discussion leader, in conjunction with Dr. Baker, will be responsible for finding the articles that will be assigned to the class for that day. The discussion leader will be expected to become familiar with assigned readings, prepare a brief outline of issues that you plan to discuss, begin the class session with a brief overview of the reading assignments, and help lead the class discussion on issues related to the reading assignments.

Potential issues that might be discussed include (but are not limited to) the social or economic importance of the problem, arguments for or against issues related to the topic, research supporting or refuting those arguments, the selection of the dependent variable(s) used in a study, how the behavior of interest was measured, alternative measurement strategies, appropriateness of the subject population used in the study, alternative intervention strategies, alternative conceptualizations of the intervention strategy, clinical significance of the intervention’s effect, concerns about data analysis, conclusions drawn by the authors, program maintenance, generalization, or dissemination to other settings or environments.

Please prepare your discussion outline in advance and be prepared to turn it in to me at the end of the class session. I will assist you in leading the class discussions, comment on studies, and pose additional questions. You will need to schedule a time to meet with me before class so I can provide feedback about your discussion outline or suggestions on serving as a discussion leader.

On the second day of class, students will be assigned their day for leading discussion.

Length of presentation: 60 min

Quizzes: In addition to preparing class discussion, the student leader will prepare 5 quiz questions over the reading material. Those questions, in word format, are due 1 week before the student is scheduled to lead class. I will review the questions, make any necessary changes, and distribute the list to the class. On the day of class, I will provide a subset of the questions to give as a quiz at the beginning of class. Quizzes will occur during the first **15 minutes** of class. Quizzes can be taken early if a student is aware of a potential conflict (students **MUST** contact the instructor **AT LEAST 7** days in advance to take a quiz early). No make ups will for a quiz

will occur once a quiz has been administered (i.e., you cannot take the quiz the following week).

Put another way:

Quizzes cannot be made up or rescheduled (after the quiz has been administered). They occur only once. There will be no circumstances that a quiz can be made up. I am serious about this – no doctor’s note, coroner’s note, coach’s note, mother’s note, or divine being’s note will result in a rescheduling of the quiz. Simply put, you signed up for a class that meets twice a week starting at 9:30 am. BE THERE. If you are not there, you score a 0. DO NOT EMAIL ME TO ASK IF YOU CAN RESCHEDULE IT WITH LESS THAN 7 DAYS NOTICE. I will not respond to such emails.

Class Participation: Everyone enrolled in this course will be expected to attend class regularly (part of your grade will be daily participation and quiz scores, so not coming to class will adversely affect your grade), complete all of the reading assignments before class, and participate in class discussions. Offering your opinions, commentary, concerns, and experience is necessary to make this seminar a useful and interesting experience.

Class participation will be based on my subjective interpretation of your participation on 10 unannounced class periods. Students will not be informed of when these periods will occur, so the best option is to always contribute to class discussion.

Term Paper: Each student will be expected to write a 7-page review and analysis of the published literature on a topic directly related to the content of this course. That is, students will write a paper on the topic they have chosen for their student led discussion). The paper should answer a question, like: “Evaluate the empirical evidence indicating the usefulness of [intervention procedure] in the treatment of [problem behavior] commonly experienced by older adults.” For a list of topics, please see the schedule. The paper should include an analysis of the importance of the topic addressed, a synthesis of the literature cited, a critique of the literature, and a discussion of implications for future research and practice. Formatting of your paper MUST follow the APA publication guidelines (*Publications Manual of the American Psychological Association*, 6th edition).

Although there is a chance that some presentations are done in groups, the paper is an INDIVIDUAL assignment.

All assignments are to be submitted via D2L.

All assignments are due by 9:30 am the day they are due.

All assignments must be formatted in APA format, 6th edition

Assignments submitted between 9:31 am on Tuesday and 5:00 pm on the following Wednesday (i.e., within 1 day) will lose 25%. Assignments submitted between 5:00:01 pm Tuesday and 5:00 pm Thursday (i.e., 2 days late) will lose 35%. Assignments submitted after 5:00:01 pm the Thursday following the due day (i.e., more than 2 days late) will receive no credit.

Also, each assignment must be turned in before the next assignment can count. That is, if

you do not submit assignment 2, I will not accept your assignment 3 until you turn in assignment 2. This is because each assignment builds off the previous assignment and you must receive feedback on one before submitting the next.

TIME LINE FOR TERM PAPER

First List, August 27th - Please submit, via D2L, four (ranked in terms of preference) possible term paper/presentation topics of interest. I will review them, assign topics and assign dates for presentations. Keep in mind that due to limited number of topics, it is possible that a student's top choices may not be available.

Preliminary Bibliography, September 17th Please submit, via D2L,

- i. A first draft of the question that you plan to answer
- ii. A brief (one or two paragraph) description of the topic by.
- iii. A preliminary bibliography with at least 5 annotated references.
 1. Your references **MUST** be peer-reviewed references found using a search engine like PsycInfo, Ebscohost, Web of Science, Pubmed, etc.
 2. Any non-peer reviewed references **WILL NOT COUNT**.

One page outline, October 8th – Submit a one-page outline of your term paper along with at least five additional annotated empirical references (i.e., you will add these to the 5 you had before and turn in 10 references, in correct APA format).

First rough draft, November 5th - Please turn in a rough draft of the entire paper (i.e., 7 pages of text, along with a title page and reference pages, that include at least 15 relevant empirical references).

Revised rough draft, November 26th – Based on my comments from the first rough draft, submit a revised draft of the term paper.

Final paper, Thursday, December 12th AT 12:10 PM – submit the final paper, incorporating all the comments you have received on previous assignments. The final paper **MUST** be 7 pages of text (APA formatted), an APA formatted title page, and an APA formatted reference list. The title page and reference list do **NOT** count toward the 7 pages of text.

Grading

Participation	
Class Participation (10*5)	50 pts.
Class Quizzes (14*5)	70 pts.
Discussion Questions (15*4)	<u>60 pts.</u>
	180 pts.
Presentation	
Class Presentation	<u>100 pts.</u>
	100 pts.
Paper	
First list	5 pts.
Preliminary Bibliography	10 pts.
One-page outline	10 pts.
First Rough Draft	25 pts.
Revised Rough Draft	25 pts.
Final version	<u>100 pts.</u>
	175 pts.

Total: $180+100+175=455$ pts.

A = 90%	>409.5
B = 80%	409 - 364

Keep in mind that to pass this course as a graduate student, you must obtain a B

C = 70%	363.5-318.5
D = 60%	318-273
F= <60%	<273

Tentative Course Schedule

(I reserve the right to change topics or readings as necessary)

Given that topics will be assigned in the coming weeks, I will hand out the course schedule then. **However, the following schedule includes both the due dates for the final paper as well as a generic schedule for your discussion.**

Bold underlined items are assignments.

Date	Topic	Tentative Readings and <u>Assignment Dues</u>
Aug. 20	Course introduction and overview of intervention research in applied gerontology.	None
Aug. 27	Research and practice in behavioral gerontology	Williamson & Ascione (1983) Burgio & Burgio (1986) Carstensen, 1988 Adkins & Mathews, 1999 Buchanan, Husfeldt, Berg, & Houlihan, 2008 LeBlanc, Raetz, & Feliciano, 2011
		<u>List of 4 topics, due by 9:30 am</u>
Sept. 3	Methodological considerations in case study, individual subject, group experiments, and randomized clinical trials	Chapter 10 from Kazdin, 2003; Camp, 2001; Montgomery, 1996 Burgio & Kowalkowski, 2010
Sept. 10	Basic Research in Aging – Respondent behavior	
Sept. 17	Basic Research in Aging – Operant behavior	
		<u>Draft of question, brief description, annotated bibliography with 5 references, due by 9:30 am</u>
Sept. 24	Physical and environmental changes that impact learning as individuals Age Also, hot topics in aging	Williamson & Ascione, 1983 and others

Oct. 1	Operant behavior and “Memory”	
Oct. 8	Applied research on Independence	
	<u>Outline, annotated bibliography with 10 references, due by 9:30 am</u>	
Oct. 15	No class – Fall Break	
Oct. 22	Applied research on Preference	
Oct. 29	Non-function-based treatment of problem behavior	
Nov. 5	Functional assessment and function based treatment	
	<u>Rough Draft of paper (i.e., 7 pages), with 15 references (no longer annotated), due by 9:30 am</u>	
Nov. 12	OBM issues in Aging	
Nov. 19	Applied Research on Mental Health	
Nov. 26	Non-behavior analytic, but still very good, applied research in aging	
	<u>Revised Draft, due by 9:30 am</u>	
Dec. 3	TBD	
Thur. 12th 12:10 pm	Final Paper due	

Timeline for discussion prep

Day	Assignment	Point Allocation
8 days before presentation	Distribute readings via D2L (i.e., send them to Dr. Baker and he will post them)	10
8 days before presentation	Send quiz questions to Dr. Baker	10
No less than 5 days before presentation	Schedule a meeting with Dr. Baker to discuss your presentation	10
Day before presentation	5 pm – review discussion questions and prepare discussion based on questions	I can't check on this, so no points, but I strongly recommend you follow this timeline
Day of presentation	Provide summary of readings	20
Day of presentation	Class discussion, including posted discussion points	50

Students with Disabilities

If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner. Students with disabilities should contact the University's Disabled Student Resources and Services and the Office of Services for Students with Learning Disabilities at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. According to University policy: "Any student with a documented disability who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester."

Cell Phones and Mobile Devices

Cell phones and other devices must be turned off AND PUT AWAY during all classes. I will ask any student texting or otherwise using their cell phone during class to leave.

Academic Dishonesty

Each student is responsible for making himself or herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code. The student is also responsible for making

himself or herself aware of the procedures applicable to cases of academic dishonesty as outlined in the Student Conduct Code, including jurisdiction at the department or college level, informal resolution, and formal disciplinary measures. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.

The instructor is committed to equal opportunity in education for all students, including those with documented disabilities. It is the responsibility of students with documented disabilities to contact the instructor during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. Documentation is to be provided and accommodations are to be arranged with Disability Support Services.

Incompletes

In keeping with the University's policy, I will NOT give an incomplete as a substitute for a failing grade – the failing grade stands.

However, if an extended illness or injury prevents you from completing the class, do let me know about it. Depending upon the number of classes and exams that you missed, and your attendance and performance on the exams you took before the problem arose, I may be willing to give you an incomplete for the course.

Religious Observances

I am dedicated to maintaining the rights of students to observe religious holidays. If you need to miss a class to observe a religious holiday, I request that you contact me a week in advance to discuss any arrangements.

Classroom Etiquette

It is my goal to provide everyone an opportunity to succeed in this course. Therefore, I will make every effort to create an environment conducive to learning. I will be respectful of you and your opinions. I also expect that you be courteous and respectful to me and to others in the class. Please do not create unnecessary distractions in class, such as by leaving your seat unnecessarily, using your cell phone or mp3 player, surfing the internet, or talking with others during lectures. As noted before, if you do so I will ask you to leave the class. If you need to leave the class early, please sit near the door so you can leave with minimal disruptions to those around you.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response

information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.