The Dissemination of Behavior Analysis and its Application

"Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it."

Arundhati Roy

Shahla Alai, PhD, BCBA-D, LBA * Shahla.Alai@unt.edu

Office hours by appointment *zoom office: https://unt.zoom.us/j/7562268935

Life in 2020... Responsibilities, Pandemics & Portals

We live in an unprecedented time. The world is changing and we are learning new ways to survive, adjust and thrive. This course is about communication, a critical part of surviving, adjusting and thriving, as a behavior analyst and as a human being, during this time of disruption and re-creation.

Behavior analysis, like most of the world, is shifting from colonial to collective practices. With that shift comes a change in how we view knowledge and our practice about sharing knowledge. Dissemination then takes on new meanings and is viewed through different lenses. It can give us opportunities to move through the portals of our times in new and progressive ways. At any point, however, dissemination will be about communication. The degree of directionality, reciprocity, and attraction will vary depending on the context.

Communication outcomes are enhanced if there is an understanding of the contingencies and conditions (e.g., histories, vantage points, knowledge, skills, preferences, aversions and values) under which communication takes place. The purpose of this course is to explore those conditions.

The course is designed to extend, inspire, challenge and enhance our collective knowledge in the area of dissemination. All activities and deadlines are created to help you strengthen previous knowledge and to reflect upon and further develop your skills and capacity. The course has several completion options so you can find the combinations that meets your current needs while achieving the mastery outcomes of the course. While maintaining high expectations, please know that I will problem-solve (changing timelines, formats, etc.) with you so that life events and responsibilities increase your class success rather than jeopardize it.

Learning to be flexible and loving in these times seems like one of the most important lessons we can learn. We might consider this a portal for learning to use our science and our hearts to raise everyone up. There is a particular responsibility that comes with an advanced credential. You have an obligation to understand your privilege and power and learn to use it wisely and for good.

I hope that we can advance all of our skills together.
Course Objectives

Process objectives

During this course, students will:

1. Students will research, develop, discuss and present strategies to disseminate behavior analytic knowledge and skills
2. Students will research, develop, discuss and present strategies to collaborate with others in developing synergized knowledge and skills.
3. Students will reflect on their own working mission, the communities in which they do/will communicate and develop working analyses of considerations for progressive, meaningful and productive approaches to dissemination and collaboration.
4. Students will research, develop, discuss and present consideration of factors that improve transformative and collaborative outcomes.
5. Students will engage in a series of activities designed to integrate and practice these areas of knowledge and to prepare them for effective dissemination and collaboration.

Accomplishment objectives

By the end of this course, students will:

1. Describe the approaches behavior analysts have taken to working with people outside of the field, i.e., the continuum of dissemination and collaboration activities, and identify the structural and functional differences and similarities between the two approaches.
2. Describe contextual variables and historical contingencies that led to current conceptualizations and vantage points regarding transfer and sharing of knowledge.
3. Describe the contextual fit of the various dissemination approaches in reaching your professional mission.
4. Complete these 10 activity products:
   a. A working mission statement
   b. An analysis of current and potential audiences/collaborators.
   c. A presentation about one area of consideration for designing effective dissemination and collaboration strategies.
   d. An article recounting an interview with one of your mentors about the topic of dissemination
   e. A “Ted” talk in an area of developing expertise.
   f. An inquiry letter for a position in developing area of expertise.
   g. A “job talk” in developing area of expertise.
   h. An informed consent letter for a specific research project.
   i. One video that models an effective dialogue process with related disciplines.
   j. One written document that communicate effectively to a specific audience.
Grading Scale

A= 100-80, B=79-70, C=69-60, D=59-50, F= 49 points or below

Each activity is worth ten points. Students will ask for feedback from another person (specified in the activity), evaluate their own work and then assign themselves points. The Instructor will add commentary to the evaluation statement and then finalize the points based on correspondence with the performance criteria. Some of the most important components of effective communication include soliciting feedback from different vantage points, considering feedback, self-assessing and revising. Students may complete all work in groups for all projects but each person is accountable for their own final product in each activity.

<table>
<thead>
<tr>
<th>Activity Products</th>
<th>Performance Criteria</th>
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| 1. A working mission statement  
*this activity must be done to receive any other points | • A summary of the aims, values and activities of your professional life.  
• Written so that the instructor, a relative, another professor, a peer and a high school student could understand the meaning  
• Evaluation summary (description of performance, advisor or peer feedback highlights and self-assigned point allocation). |
| 2. An analysis of current/potential audiences and collaborators  
*this activity must be done to receive any other points | • A matrix that includes a list of potential audiences and collaborators and the reasons for interaction with each of them, that describes possible histories, vantage points, knowledge, skills, preferences, aversions and values of each type of audience and collaborator.  
• Written so that the instructor can have a context for evaluating the appropriateness of your other activities for the class and so that someone already in the field would understand and feel that this is a reasonable assessment for a junior colleague to have at this point  
• Evaluation summary (description of performance, advisor or peer feedback highlights and self-assigned point allocation). |
| 3. A presentation about one area of consideration for designing effective dissemination and collaboration strategies.  
*this activity must be done to receive any other points | • Students will select one of the topics from the course schedule and develop an annotated readings list, a presentation and practice exercises for the seminar participants).  
• The audience is your peers and the instructor  
• Evaluation summary (description of performance, peer feedback highlights and self-assigned point allocation). |
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| 4. An article recounting an interview with one of your mentors about the topic of dissemination (and anything else that comes up in this conversation). | - Students will interview a mentor and ask them questions about their mission, their audiences and collaborators and their approaches to dissemination and collaboration. If you share mentors, you may interview together but prepare the article separately.  
- The audience is early career behavior analysts  
- Evaluation summary (description of performance, peer feedback highlights and self-assigned point allocation). |
| 5. An inquiry letter for a position developing area of expertise. | - Students will write a letter for a prospective position (include the position posting).  
- The letter should include an introduction, summary of skills, suitability for position and institution, and any other information stated in posting  
- The audience is the prospective employer  
- Evaluation summary (description of performance, mentor/peer feedback highlights and self-assigned point allocation). |
| 6. A “job talk “in developing area of expertise. | - Students will develop a talk for an interview that highlights relevant work, is matched/contextualized to knowledge about the institution, the position and requirements of the position.  
- The audience is the prospective employer and employees of the institution  
- Evaluation summary (description of performance, peer/mentor feedback highlights and self-assigned point allocation). |
| 7. An informed consent letter for a specific research project. | - Students will prepare a letter of consent according to UNT IRB guidelines.  
- The audience is the research participants.  
- Evaluation summary (description of performance, peer feedback highlights and self-assigned point allocation). |
| 8. A “Ted” talk in an area of developing expertise. | - Students will prepare a Ted-like talk according to formula.  
- The audience is the general public that watch Ted talks  
- Evaluation summary (description of performance, peer feedback highlights and self-assigned point allocation). |
| 9. One video that models an effective dialogue process with related disciplines. | - Students will engage in dialogue around a professional topic of interest or collaborative project with a colleague from a different area.  
- The dialogue should follow the six steps of skilled dialogue  
- The audience are non-behavior analytic professionals  
- Evaluation summary (description of performance, dialogue partner’s feedback highlights and self-assigned point allocation). |
| 10. One written document that communicate effectively to a specified audience. | - Students will select one topicsto prepare a written form of communication (e.g., blog, white paper, technical report, training protocol, etc).  
- The audience is the specified group the student wishes to address.  
- Evaluation summary (description of performance, peer/target audience feedback highlights and self-assigned point allocation). |
## Course Meeting Information

**Monday 6-9 via zoom**

https://unt.zoom.us/j/91674923696?pwd=aVhRZitNbGNGYn1OR0jbmhCREI5UT09

Meeting ID: 916 7492 3696 Password: 903718

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### Course Schedule

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>1</td>
<td>Course Overview Zoom seminar 8.24, 6-8 pm</td>
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<tr>
<td>2</td>
<td>Missions and analysis of audiences and collaborators Zoom seminar 8.31, 6-9 pm</td>
<td>Activities 1 &amp; 2 due</td>
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| 3 | Individual meetings to determine working topics and parameters *No seminar 9.7* | Activity 3 assignments finalized  
Activity 4 due  
Start drafts of activities 5-10 |
| 4 | Verbal Behavior: Speakers, listeners and audience control Zoom seminar 9.14, 6-9 pm | Readings assigned by topic leader  
*Starting place:* Skinner (1957) *Verbal Behavior*, chapters 1, 7, 18 |
| 5 | Perspective Taking Zoom seminar 9.21, 6-9 pm Activity check-ins | Readings assigned by topic leader  
| 6 | Kyriarchies & Scientific Practices Zoom seminar 9.28, 6-9 pm Activity check-ins | Readings assigned by topic leader  
| 7 | Narratives & Stories Zoom seminar 10.5, 6-9 pm Activity check-ins | Readings assigned by topic leader  
| 8 | Collaboration & Skilled Dialogues Zoom seminar 10.12, 6-9 pm Activity check-ins | Readings assigned by topic leader  
| 9 | Spoken Stimuli Zoom seminar 10.19, 6-9 pm Activity check-ins | Readings assigned by topic leader  
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<th>Written Stimuli</th>
<th>Zoom seminar 10.26, 6-9 pm Activity check-ins</th>
<th>Readings assigned by topic leader</th>
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<tr>
<td>10</td>
<td>Non-vocal verbal behavior</td>
<td>Zoom seminar 11.2, 6-9 pm Activity check-ins</td>
<td>Readings assigned by topic leader</td>
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<td>11</td>
<td>Visual Stimuli</td>
<td>Zoom seminar 11.9, 6-9 pm Activity check-ins</td>
<td>Fidelman (2014)</td>
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<td>12</td>
<td>Honesty &amp; Integrity</td>
<td>Zoom seminar 11.16, 6-9 pm Activity check-ins</td>
<td>Readings assigned by topic leader</td>
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<td>13</td>
<td>Ted Talks</td>
<td>Zoom seminar 11.23, 6-9 pm Activity check-ins</td>
<td>Readings assigned by topic leader</td>
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<td>14</td>
<td>Best in show! Present your best activity (5)</td>
<td>Zoom seminar 11.30, 6-9 pm</td>
<td>Activities 5 and 6 due</td>
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<td>15</td>
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<tr>
<td>16</td>
<td>Best in show! Present your best activity (6)</td>
<td>Zoom seminar 12.7, 6-9 pm</td>
<td>Activities 8, 9 &amp; 10 due</td>
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<td>Additional websites about science communication:</td>
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**Additional websites about science communication:**
https://agentmajeur.com/science-communication/
https://www.pnas.org/content/110/Supplement_3/14033
https://www.aaas.org/resources/communication-toolkit
Basic Needs Policy
Your basic safety and well-being are more important than anything in this class. If you are experiencing any food or housing insecurity or personal adversity, please contact the Dean of Students https://deanofstudents.unt.edu. If you want to talk or need help with making contacts, please feel free to reach out. I will help as best as I can.

Communication
I hope to create an open and responsive communication system in several ways:
1) Online Communication Tips.
2) Course announcements will be through Canvas, the online learning system.
3) Emails will be responded to within 24 hours. If you don’t hear back within 24 hours, try again to insure it didn’t get lost in clutter.
4) Office appointments are encouraged so that you can be sure that you are understanding the material and the expectations for assignments. All of the work is highly individualized to your area of interest and skill levels. The point is that you make progress from baseline and learn to assess and self-direct your own learning. Talking through this process with the instructor is usually helpful. Appointment availability is set across a wide range of times to facilitate work schedules.
5) Class seminar discussions are a great time to ask questions about content and assignments. If you have the question, the chances are someone else does too and everyone can learn from one another. I will always make a time to ask questions during the weekly seminar.

ADA Policy
Please discuss your accommodations (whether “verified” or not) with me as soon as possible so that we can make a plan to ensure your success. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Materials
There are no required textbooks, although each student is responsible for creating an annotated bibliography for their topic and providing readings to the seminar participants.

Technical Requirements & Skills
These are recommended minimum technology requirements:
• Computer
• Reliable internet access
• Speakers
• Microphone
• Plug-ins
• Microsoft Office Suite
• Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy
These are course-specific technical skills learners must have to succeed in the course, such as:
• Using Canvas
• Using email with attachments
• Downloading and installing software
• Uploading word, pdf and video files

Rules of Engagement
Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:
• Treat your instructor and classmates with respect in email or any other communication.
• Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font
• Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
• Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
• Be careful with personal information (both yours and other’s).
• Do not send confidential information via e-mail

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information. Feel free to discuss these – some include implicit bias, others not.

Success in an Online Course
“How to Succeed as an Online Student”
UIT Help Desk: UIT Student Help Desk site helpdesk@unt.edu
Canvas: Canvas Technical Help

Student Support Services
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:
• Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
Other student support services offered by UNT include

- **Registrar** ([https://registrar.unt.edu/registration](https://registrar.unt.edu/registration))
- **Financial Aid** ([https://financialaid.unt.edu/](https://financialaid.unt.edu/))
- **Student Legal Services** ([https://studentaffairs.unt.edu/student-legal-services](https://studentaffairs.unt.edu/student-legal-services))
- **Career Center** ([https://studentaffairs.unt.edu/career-center](https://studentaffairs.unt.edu/career-center))
- **Multicultural Center** ([https://edo.unt.edu/multicultural-center](https://edo.unt.edu/multicultural-center))
- **Counseling and Testing Services** ([https://studentaffairs.unt.edu/counseling-and-testing-services](https://studentaffairs.unt.edu/counseling-and-testing-services))
- **Pride Alliance** ([https://edo.unt.edu/pridealliance](https://edo.unt.edu/pridealliance))
- **UNT Food Pantry** ([https://deanofstudents.unt.edu/resources/food-pantry](https://deanofstudents.unt.edu/resources/food-pantry))

**Academic Support Services**

- **Academic Resource Center** ([https://clear.unt.edu/canvas/student-resources](https://clear.unt.edu/canvas/student-resources))
- **Academic Success Center** ([https://success.unt.edu/asc](https://success.unt.edu/asc))
- **UNT Libraries** ([https://library.unt.edu/](https://library.unt.edu/))
- **Writing Lab** ([http://writingcenter.unt.edu/](http://writingcenter.unt.edu/))
- **MathLab** ([https://math.unt.edu/mathlab](https://math.unt.edu/mathlab))

**Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**COVID-19 Impact on Successful Course Completion**

While attendance in person attendance is NOT expected in this particular course, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to complete class requirements due to a related issue regarding COVID-19. It is important that you communicate with me so I can accommodate your request help you meet the class completion requirements.

If you are experiencing any symptoms of COVID-19 ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or...
askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Class Materials for Remote Instruction
The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Statement on Face Covering
Face coverings are required in all UNT facilities. This class does not meet in person but you should be aware of policies at UNT. If you are unable to wear a face covering when you are on campus due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.