In our positions as behavior analysts, we communicate with various people for different reasons. The degree of multi-directionality, reciprocity, and power will vary depending on the conditions and the purpose. The range of approaches span from indoctrination to dissemination to collaboration.

Communication outcomes are enhanced if there is an understanding of the contingencies and conditions (e.g., audience/listener and speaker histories, vantage points, knowledge, skills, preferences, aversions and values) under which communication takes place.

The purpose of this course is to explore those conditions and to practice different types of professional communication. The course is a workshop-style seminar designed to extend, inspire, challenge and enhance our collective knowledge in the area of scientific and clinical communication. 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.

The world is experiencing great disruptions. Learning to communicate and learn from one another, to be flexible in our methods and to be loving are the lessons of our time. We might consider learning to use our science and our hearts to raise everyone up as part of the way for our species to move forward. 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.

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

Process Objectives

During this course, students will:

1. Research, develop, discuss and present strategies to communicate behavior analytic knowledge and skills.
2. Research, develop, discuss and present strategies to collaborate with others in developing synergized knowledge and skills.
3. 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 communicating and collaboration.
4. Research, present and discuss factors that improve transformative interactions.
5. Engage in a series of activities designed to integrate and effective communication and collaboration.

Accomplishment Objectives

By the end of this course, students will:

A. Describe contextual variables and historical contingencies that led to current conceptualizations and vantage points regarding transfer and sharing of knowledge.
B. Describe approaches behavior analysts have taken to working with outside of the field (i.e., the continuum of dissemination to collaboration activities) and identify the structural and functional differences and similarities between the two approaches.
C. Describe the contextual fit of the various approaches and progress in reaching your own professional mission.

D. Complete (draft, evaluation and revision) 10 activity products:

1. Two presentations on aspects of effective communication
2. One communication analysis
3. One application letter
4. One mentor interview
5. One book review for a behavior analytic journal
6. One video demonstrating an effective dialogue process
7. One “job talk”
8. One grant proposal OR one research manuscript OR one technical manual
9. One informed consent letter for a specific research project
10. One “TED talk”
Course Texts

Topic readings will be provided by the instructor and classmates. There are no required textbooks for the course. However, you may find the following books helpful references for class activities and useful to have in your library:


Thank you to Peggy Heinkel-Wolfe, scientific writer, for the suggestions.

Grading Scale

A= 100-90, B=89-70, C=69-60, D=59-50, F= 49 points or below

There are ten activities worth ten points each. For activities 2-10, students will ask for feedback from another person (specified in the activity), discuss the work in class and then evaluate their own work and 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 being an effective communicator 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 individual final product for each activity.

<table>
<thead>
<tr>
<th>Evaluation Template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
</tr>
<tr>
<td><strong>Audience:</strong></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td><strong>Summary of evaluator feedback:</strong></td>
</tr>
<tr>
<td><strong>Summary of class workshop feedback:</strong></td>
</tr>
<tr>
<td><strong>How you improved, what you learned:</strong></td>
</tr>
<tr>
<td><strong>Point designation:</strong></td>
</tr>
<tr>
<td>15 (excellent) 14 13 12 11</td>
</tr>
</tbody>
</table>

*Attach draft given to evaluators and final draft post evaluation feedback*
<table>
<thead>
<tr>
<th>Activity Products</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Two presentations on aspects of effective communication | • Students will select two of the topics from the course schedule and develop 1) an annotated readings list, 2) a 15 min presentation and 3) one practice exercises for the seminar participants).  
  **Audience: peers and course instructor** |
| 2. Communications analysis | • A summary of the aims, values and activities of your professional life.  
  • A matrix that includes:  
    - a list of potential audiences and collaborators  
    - reasons for communicating with each of them  
    - possible histories, vantage points, knowledge, skills, preferences, aversions and values for each of them  
  **Audience: instructor** |
| 3. One application letter for a professional position | • 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  
  **Audience: prospective employer** |
| 4. One mentor interview about communication (and anything else that comes up in this conversation). | • Students will interview a mentor and ask them questions about their mission, audiences and collaborators and their approaches to communication, dissemination and collaboration. If you share mentors, you may interview together but prepare the article separately.  
  **Audience: early career behavior analysts** |
| 5. One book review for a behavior analytic journal | • Students will write a book review of a book relating to behavior analysis for a behavior analytic journal.  
  **Audience: behavior analysts** (include journal guidelines with your evaluation) |
| 6. One video demonstrating an effective dialogue | • Students will demonstrate skilled dialogue dispositions and steps in a problem-solving interaction with another professional  
  **Audience: professionals from other disciplines** |
| 7. One “job talk” | • 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.  
  **Audience: prospective employer and other employees of the institution** (include the position description) |
| 8. One informed consent letter for a specific research project | • Students will prepare a letter of consent according to UNT IRB guidelines.  
  **Audience: research participants** |
| 9. One written document that communicates effectively to a specified audience. | • Students will select one topic to prepare a written document  
  **Audience: a specified group appropriate to the document**  
    - Grant proposal (include the RFP)  
    - Research manuscript (include journal requirements)  
    - Technical Manual (include organizational/staff descriptions) |
| 10. One “TED talk” | • Students will prepare a TED-like talk about your area of behavior analysis, according to the TED formula.  
  **Audience: general public that watch TED talks** |
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Workshop Activity</th>
<th>Tentative Reading Assignments (Additional readings provided by discussion leaders and posted)</th>
</tr>
</thead>
</table>
Quantum Physics for 7 Year Olds | Dominic Walliman [https://youtu.be/ARW8dWPWpYc](https://youtu.be/ARW8dWPWpYc) |
| 9.5 & 9.12 | No classes Labor Day & prep time                                                                                       |                                                                           |
| 9/19       | Verbal Behavior                                                                                                        | Skinner (1957) Verbal Behavior, Chapters 1, 7 & 18.  [https://www.behavior.org/resources/595.pdf](https://www.behavior.org/resources/595.pdf) |
Dietrich (2018) [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6701735/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6701735/) |
| 10.24      | Emotions & ... Stimuli 2-5 final drafts due                                                                            | Ekman (nd) Universal Emotions [https://www.pauliekmanson.com/universal-emotions/](https://www.pauliekmanson.com/universal-emotions/)  
Navarro (nd) Reading Non-Verbal Behavior [https://www.youtube.com/watch?v=4jwUXV4qTw](https://www.youtube.com/watch?v=4jwUXV4qTw)  
Matsumoto (2012) Culture and Non-verbal Communication [http://www.davidmatsumoto.com/content/Matsumoto%20Chapter%2012%20Pages%20from%20Man%20us%2020%20Prof-14.pdf](http://www.davidmatsumoto.com/content/Matsumoto%20Chapter%2012%20Pages%20from%20Man%20us%2020%20Prof-14.pdf) |
Friman (2018) Public Speaking [https://www.youtube.com/watch?v=QL0WjXsOkA](https://www.youtube.com/watch?v=QL0WjXsOkA)  
| 11.21      | Written Stimuli Grant, MS or manual                                                                                    | Blum, Knudson & Henig (2006). A Field Guide for Science Writers: The Official Guide of the National Association of Science Writers, Chapter 1 |
Makau (2012) Ethical and Unethical Communication [https://edge.sagepub.com/system/files/77593_1.1ref.pdf](https://edge.sagepub.com/system/files/77593_1.1ref.pdf) |
| 12.5       | Ted Talks TED talk                                                                                                 | [https://www.ted.com/playlists/173/the_most_popular_talks_of_all](https://www.ted.com/playlists/173/the_most_popular_talks_of_all)  
[https://www.ted.com/playlists/574/how_to_make_a_great_presentation](https://www.ted.com/playlists/574/how_to_make_a_great_presentation) |
| 12.12      | Best in show! 5-10 final drafts due                                                                                  |                                                                           |
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
- https://www.youtube.com/watch?v=iCvmzF7o
- https://www.ted.com/talks/kathryn_schulz_on_being_wrong?language=en#t-1047508
- https://www.ted.com/talks/margaret_heffernan_dare_to_disagree?language=en#t-1554
- https://www.youtube.com/watch?v=R1vskiVDwl4&feature=emb_rel_end

Should TED Talks be teaching us something?
What can we learn from TED Talks
Scientists Popularizing Science: Characteristics and Impact of TED Talk presenters
A Community of Curious Souls: An Analysis of Commenting Behavior on TED Talks Videos

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.

Respect for Diversity
This is adapted from a statement developed from colleagues in Behavior Analysis: Corina Jimenez-Gomez (Auburn University), Lynn Hernandez (Brown University) and Marlesha Bell (University of the Pacific).

Although scientific endeavors strive to be objective, it is important to acknowledge these endeavors are the work of individuals whose unique perspective and experiences impact their work and interpretations of scientific findings. I acknowledge scientific work in the field of behavior analysis is disproportionately built by and influenced by a small subset of privileged individuals. As a result, it is possible there may be both overt and covert biases in the material assigned for this course due to the lens through which it was written, even though the material is primarily of a scientific nature. I invite you to critically consider issues of diversity as you read these texts and evaluate the potential implications for the work of applied behavior analysts. Integrating a diverse set of experiences is important for a more comprehensive understanding of science.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.
**Important Note:** It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students’ experiences and want to work with students to find acceptable ways to process and address the issue.

2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.

3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

**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.

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/).
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
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]
- Counseling and Testing Services [https://studentaffairs.unt.edu/counseling-and-testing-services]
- UNT Care Team [https://studentaffairs.unt.edu/care]
- UNT Psychiatric Services [https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry]
- Individual Counseling [https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling]

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

Academic Support Services
- Academic Resource Center [https://clear.unt.edu/canvas/student-resources]
- Academic Success Center [https://success.unt.edu/asc]
- UNT Libraries [https://library.unt.edu/]
- Writing Lab [http://writingcenter.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.