Course: Psychology 705
Instructor: James T. Todd, Ph.D.
Required Texts: None. Readings will be supplied.
Course Time: 11:00-1:50 Thursday
Room Number: Clinic (Please be sensitive to the clinical setting)
Final Exam: April 28, 2005, regular class time
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Website: people.emich.edu/jtodd
Office: 532 Mark Jefferson
Office Hours: To be announced
Office Phone: 734-487-0376

Course Objectives

Clinical Ecological Psychology is designed to give participants an advanced practical and theoretical understanding of the effects of environmental design on human behavior. The use of Ecological/Environmental principles as adjuncts to other forms of treatment will be covered. A special emphasis will be placed on the use of setting analysis and manipulation in situations where other treatment modalities cannot be used. Issues salient to the design of group treatment settings such as nursing homes, group homes, and hospitals will be covered. Additional coverage will be given to the role of school design and size in child behavior problems. Participants will conduct an Ecological/Environmental analysis of actual treatment settings and design an intervention that integrates Ecological/Environmental interventions with other treatment modalities. This course is open to master’s and doctoral-level participants.

Assignments and Activities

Assignments, when given, are designed to increase the participant’s understanding of the course material and contents. Given the seminar format, it is possible that participant’s presentation and topic might include an activity for the other enrollees to enhance the understanding of the material. If an activity is assigned in conjunction with a presentation, the activity must be approved in advance by the instructor. It is expect that these activities will be completed, although no grades will be recorded. The presenter may nevertheless evaluate the activity to provide feedback for the other enrollees.

Examinations

The course grade will be based primarily on the quality of the in class presentation and final paper. A take-home final examination is scheduled, and will cover fundamental elements of the course and details from the participant presentations. Thus, it is expected that the class participants will attend to all the material regardless of who might be presenting. The instructor might, at his discretion, cancel the final test or add additional tests. If the final test is cancelled, then the grade will be based on the presentation and paper.
Class Discussion Leadership

Each participant will be responsible for leading at least one week’s class session. The participant will give an informal but thorough overview of the principles and findings related to the subject at hand. The participant can elect to do so in any standard graduate-level instructional format, and but is expected to deal with the subject substantively and in depth. The quality of the presentation will be evaluated by the presenter’s peers, but those evaluations will not be used to determine the course grade. However, you will be graded on your participation in the evaluation process.

Project

Each participant will conduct a psychological experiment on a topic of direct relevance to clinical Ecological/Environmental psychology to be used as the basis of their final paper and a 20-minute oral presentation. The project may be an original experiment or a replication of previously established study and it must demonstrate or replicate substantive Ecological/Environmental principles. Additional information on this project will be given in class.

Papers

A final paper in the form of a psychological research report, based on the project described above, will be due on the day scheduled for the final examination. This paper will be in current APA style, with an appropriate data presentation. The term paper will be given a standard letter grade based on a combination of factors including conceptual content, depth and breadth of the examination of the relevant literature, quality of implementation, depth and quality of data analysis, and quality of writing. Additional details on this paper will be given in class.

Oral Presentation

Each participant will give a 20-minute oral presentation based on their project. These presentations will occur during the final two class sessions. Effectiveness of presentation and use of visual aids, if appropriate, will be the primary basis of grading the oral presentation. These presentations should be the equivalent of what might be presented at a professional convention.

Grade Weighting

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<tr>
<th>Grade Weighting</th>
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<tbody>
<tr>
<td>Presentation</td>
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<tr>
<td>Term paper</td>
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<td>Class evaluations</td>
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<td>Tests</td>
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Make-ups

Make-up quizzes and assignments will be arranged only for those participants who provide valid, overriding medical or personal reasons for missing a scheduled requirement. If you know
beforehand you will miss a scheduled requirement, inform the instructor as soon as possible. Documentation verifying a valid reason for the absence from the test may be required in all cases a make-up is arranged. Make-ups will be conducted at a time convenient for the instructor.

**Office Hours**

The instructor will ordinarily hold office hours from 10:00-11:30 a.m. Monday, Wednesday, and Friday and by appointment. Please call ahead if possible.

**Attendance**

Except as required by university and other regulations, attendance will not be recorded or graded.

**Final Exam**

This course has a final examination period scheduled for Thursday April 22 at the regular class time. This period will be used for presentations.

**Cheating**

University and departmental policies with respect to academic dishonesty and cheating will be followed and enforced. You will not be permitted to use notes, books, tape players, radios, or similar items during testing periods.

**Course Status**

It is possible that participants who are not enrolled in a Psychology Department graduate program might be permitted to enroll in this course. Enrollment in this course should not be considered to be a provisional or tacit admission to any psychology program. Enrollment in the course should not be assumed to confer an advantage over non-enrollees in graduate admission if the non-program-enrolled participant applies for later admission Psychology graduate programs.

**Participant Requests**

Requests for make-up tests, grade changes, extensions, special grades, etc. should be made in writing directly to the instructor and include supporting documentation.

**Syllabus Changes**

Unforeseen circumstances may result in changes in any aspect of this syllabus. The instructor may make changes in the syllabus, schedule, requirements, and other aspects of the course. These changes will be announced in class.

**Class Cancellations**
Class meetings may be canceled by university authorities or by the instructor. Cancellations will be announced in as timely a manner as possible. Assignments due on the day of the canceled class may be turned in at the next scheduled class meeting.

Other policies

Please refer to official university publications, especially the class schedule and graduate catalog, for questions regarding enrollment, registration, schedules, adds, drops, grading options, and other policies.
Weekly Schedule

Week 1: Introduction to Ecological/Environmental Psychology
- The coercivity of settings.
- Traits vs. situations.
- The importance of considering Ecological/Environmental variables in clinical psychology.
- Comparison of Ecological/Environmental and environmental psychology.
- Brief history of Ecological/Environmental and environmental psychology

Week 2: Basic Principles of Ecological/Environmental Psychology
- Settings and synomorphs
- Habitat variables
- Setting population density and behavioral effects of underpopulated settings.
- Barriers: real and conceptual
- Environmental vetoing mechanisms.
- The self-perpetuating nature of settings.

Week 3: The Relationship between Ecological/Environmental Principles and the Basic Principles of Behavior.
- Molar vs. molecular levels of analysis
- Stimulus control
- Generalization and discrimination
- The role of attention
- Block, overshadowing, and other factors which can limit the acquisition of new environmental cues.
- Setting events and establishing operations.
- The implications of the matching law for the analysis of behavior-environment relations.

Week 4: Cross-Cultural and Gender Issues in Ecological/Environmental Psychology
- Early Cross-Cultural Comparisons: Midwest vs. Yoredale
- Research on Personal Space and Non-verbal signals
- Cultural Differences in Ecological/Environmental Expectations.
- Generational differences in Ecological/Environmental expectations.
- Ethical issues in dealing with cultural, gender, and other differences in Ecological/Environmental expectations.

Week 5: Environmental Contributions to Deviant Behavior.
- Deviant behavior in deviant settings.
- Deviant behavior in normal settings.
- Crowding and behavior
- Bystander intervention.
- Environmental design and its effects on social interaction.
- Settings and criminal behavior.
- The problems associated with impoverished environments
• The problems associated with hyper-enriched environments.

Week 6: Ecological/Environmental Factors in Institutional Settings: Schools
• Open vs. Traditional Classrooms
• Seating patterns in classroom settings.
• Relationships between class size and participation in high school and college
• Effects of class and school size on deviance.
• Practical limitations to using Ecological/Environmental interventions in schools.

Week 7: Ecological/Environmental Factors in Institutional Settings: Nursing Homes and Chronic Care Facilities
• Nursing homes for the aged and other chronic care facilities.
• Dealing with the expectation of decline.
• Balancing the needs of clients with the functional requirements and limitations of the facility.
• The effects of environmental manipulations with persons with dementia.
• The Ecological/Environmental contributions to learned helplessness.
• Fostering interaction and the behavioral consequences of doing so.
• Ecological/Environmental alternatives to nursing homes and other chronic care facilities.
• Some specific issues: ambulatory vs. non-ambulatory, fire safety, self-imposed isolation, openness vs. privacy.

Week 8: Ecological/Environmental Factors in Institutional Settings: Group Homes for People with Developmental Disabilities.
• The problem of impoverished environments.
• Integrating Ecological/Environmental manipulations with behavior programs and other forms of therapy.
• Some specific issues: ambulatory vs. non-ambulatory, privacy, fire-safety, the right to effective treatment.
• Varieties and range of developmental disabilities.
• Maximizing opportunity and independence.
• Using Ecological/Environmental variables for severely disabled persons.
• Ecological/Environmental interventions for persons with moderate disabilities.
• Ecological/Environmental interventions for parents with severe developmental disabilities.

Week 9: Ecological/Environmental Factors in the Family Interaction.
• The family as a continuously dynamic Ecological/Environmental system.
• Number of types of caregivers; types of families and group living arrangements
• Family size
• Birth order
• Effects of housing options on family interactions.
• In-home and out-of-home daycare.
• Age differences in Ecological/Environmental expectations within families.

Week 10: Ecological/Environmental Interventions for Head Injury.
• Some behavioral and physical problems associated with head injury.
• Maximizing opportunity and independence.
• Using Ecological/Environmental interventions to maximize recall.
• Physical ecology and effort Time and motion analysis.
• Ecological/Environmental interventions for aberrant behavior/impulse control

Week 11: Ecological/Environmental Interventions in Behavioral Gerontology.
• Some behavioral problems associated with old age.
• Maximizing opportunities and independence.
• Using Ecological/Environmental interventions as adjuncts to traditional solutions.
• Using Ecological/Environmental interventions to maximize recall.
• Physical ecology and effort: Time and motion analysis.
• Housing alternatives to increase opportunity and independence.

Week 12: Ecological/Environmental/Environmental Interventions in traditional Clinical settings
• Ecological/Environmental interventions for depression.
• Ecological/Environmental interventions in behavioral medicine.

Week 13: Ecological/Environmental Interventions in other areas
• Effects of architecture & interior design on behavior
• Community activity settings
• Malls
• College Campus
• Home layout

Week 14: Project Presentations

Week 15: Project Presentations
Suggested Readings


Bem, D. J., & Allen, A. (1974). On predicting some of the people some of the time: The search
for cross-situational consistencies in behavior. Psychological Review, 81, 506-520.


Josey Bass.