BEHV 4400.001
Organizational Behavior Management
Credits: 03

Department of Behavior Analysis
University of North Texas
Fall 2019

PROFESSOR: Dr. Traci M. Cihon, BCBA-D, LBA

PROFESSOR CONTACT INFORMATION:
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   Phone: (940) 565-3318
   Office Hours: Chilton 360B by appointment

TEACHING ASSISTANTS:
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WEBSITE ADDRESS: https://unt.instructure.com/

COURSE TIME: Wednesdays 6:00 pm to 8:50 pm (Location: Life A419)

OFFICIAL COURSE DESCRIPTION
Describes theory and techniques of applying behavior analysis principles to solve performance problems and design more effective workplaces. Focuses on pinpointing critical work behaviors, measuring work performance, analyzing the contingencies responsible for the performance, implementing and evaluating intervention programs involving stimulus control, feedback and reinforcement systems to improve employee performance. Discusses organizational behavior management as a philosophy and as a tool for improving job performance in any organization.

ADDITIONAL COURSE DESCRIPTION
Organizational Behavior Management (OBM) has its roots in behavior analysis and instructional design (e.g., programmed instruction and instructional systems design, both applications of behavior analysis to education). Pioneers in this subspecialty of behavior analysis saw the potential that principles of operant conditioning and instructional design held for improving performance – at the level of the individual performer (most closely associated with OBM), at the systems level (most closely associated with Behavioral Systems Analysis [BSA], or some combination of the two in Performance Management [PM] or later Human Performance Improvement {HPI}). BSA is a synthesis of behavior analysis and systems analysis and HPI is a synthesis of performance-based instruction, instructional systems design, and BSA. Oftentimes, persons who identify with OBM also align themselves with one of these
three approaches to the subject matter. As such, this course has been organized to familiarize you with certain characteristic features of OBM, BSA, and HPI.

**GENERAL LEARNING OUTCOMES & COMPETENCIES**
The purpose of this class is to provide students with an understanding of Behavior Analysis as it applies to organizational systems as well engineering skilled performance for the individual.

With regard to competencies, you will acquire knowledge and understanding of OBM, BSA, and HPI along with the associated technology and the evolving behavior analytic literature in systems and performance change. In short, you will be able to:

- Translate the results of your Behavioral Systems Analysis to identify measurable accomplishments
- Produce recommendations for performance improvement guided by the Six Boxes Model (Binder, 1998).

**COURSE DESIGN & UNIT SPECIFIC LEARNING OUTCOMES**
The course has been divided into units with specific learning outcomes that correspond to each unit. Students are expected to complete the assigned reading prior to coming to class. The general format for each class session will be as follows:

1) SAFMEDS in-class practice (see below)
2) Brief lecture/discussion that introduces that week’s unit/topic
3) Small-group break out sessions led by the course instructor and teaching assistants during which students provide updates regarding their class project (see below), receive feedback on the most recently completed component, and develop a plan for completing the next project component

**REQUIRED TEXTS**

**Additional readings (e.g., book chapters and articles) are also assigned for selected class sessions.**

**ADDITIONAL TOOLS & RESOURCES**
*Lucid Chart*
A trial option of Lucid Chart is available at http://Lucidchart.com

draw.io
Free access to draw.io is available at https://about.draw.io/
LEARNING ACTIVITIES & EVALUATION

Class Participation & Discussion
Students are expected to complete the assigned reading prior to coming to class. Class time will involve multiple opportunities for student participation and discussion. Students are expected to participate during each class session. (13 opportunities x 5 pts = 65 pts)

Review & Discussion Questions
Each chapter in Malott (2003) closes with a sequence of review questions and the course instructor will provide students with review questions for additional. Students should prepare responses to the review questions and prepare at least one discussion question prior to each class session. Discussion questions should be based on the readings, be open-ended, and focus on topics that the student is interested in discussing further in class. Students should upload discussion questions to the course website as soon as they are completed for each class session but no later than midnight the Tuesday prior to class. Each week, the course instructor will randomly choose either one review question or the discussion question to grade for accuracy and completion. (13 opportunities x 10 pts = 130 pts)

SAFMEDS
See All Fast Minute Each Day Shuffle (SAFMEDS) is an instructional tool that allows students to become both fast and accurate with a variety of course content. SAFMEDS is an acronym that describes how students should use this study tool. Dr. Ogden R. Lindsley coined the acronym SAFMEDS, and developed the technology in the 1970's and 1980's. SAFMEDS consist of a deck of cards. Each card has text printed on both sides. One side is considered the front, the other the back (Eshelman, 2002). SAFMEDS are intended to help students become fluent in basic concepts, definitions, and/or terms; thus making more complex information less difficult to learn. Research has demonstrated that once performance is fluent (speed plus accuracy of response) the person is able to retain the information longer, use the information in new ways, and learn related information quicker. For more information go to Dr. John Eshelman’s website

http://members.aol.com/standardcharter/safmeds1.html

SAFMEDS will be used to assist students in identifying the controlling variables and corresponding definitions for various vocabulary associated with the taxonomy of behavior analysis. SAFMEDS checkouts will be conducted each week beginning the second week of class.

Weekly In-Class Practice
Points will be awarded for weekly, in-class practice sessions during which students perform better than their previous week's performance. (11 opportunities x 5 pts = 55 pts)
Final Checkout
The goal for the final SAFMEDS checkout is 40 correct responses per minute, with the pinpointed learning channel being: see term/say definition.
Students can checkout on SAFMEDS at any point in time during the semester but must complete the final checkout by November 30, 2016. (1 opportunity x 80 pts = 80 pts)

Points will be awarded based on the following criteria:

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<th>cpm</th>
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<td>40 or more</td>
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<td>35-39</td>
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*cpm = correct responses per minute.

Behavioral Systems & Organizational Analysis Project
Students will work individually or in dyads or triads (preferred) to construct an analysis of an organization and its related process(es). Students will identify an organization or department/program from an instructor provided list or one of the students’ own choosing (pending instructor approval) on which they want to focus their analysis. The project is broken into component parts that correspond to each course unit and culminate to produce the final project paper.

Each week students will complete a project component (see below) that they will present in class to smaller working groups led by the course instructor and/or teaching assistants. During weekly project updates, students will receive feedback from the course instructor and/or teaching assistants and their peers. After receiving feedback, students will revise/update their project components in preparation for the final project paper due on December 9, 2019. Students will earn completion points their weekly updates on the project components as well as for the Behavioral Systems & Organizational final paper.

Behavioral Systems & Organizational Analysis Project Components (11 opportunities x 20 pts = 220 pts)

Mission & Macrosystem - Students will craft a mission statement for their target organization/department/program that follows the format provided by Malott (2003) Figure 3-11. Next, students will identify the corresponding macrosystem in which their target organization/department/program is contained.
TPS Analysis - Students will produce a figure (see Malott, 2003, Figure 3-9) that depicts the organization and the relationship between the macrosystem and organization metacontingencies and a figure that depicts their TPS analysis (see Malott, 2003, Figure 4-6).

Organizational Structure & Function Analysis – Students will create a figure that depicts the organizational structure (see Malott, 2003, Figure 4-2) and a department-function organization chart (see Malott, 2003, Figure 4-3) of target organization/department/program. Students may earn 10 extra credit points for producing a figure that embeds their Department-Function Analysis into their TPS analysis (see Malott, 2003, Figure 4-4).

Department-Function Analysis – Students will describe the responsibilities, aggregate products, and measures for each function/department of their target organization/department/program in a table similar to Table 5-1 in Malott (2003). Based on this analysis, students will produce a Department-Function Analysis figure see (Malott, 2003, Figure 5-3) that includes the sets of interlocking behavioral contingencies, aggregate products, and the source of receiving system demand for their target organization/department/program.

Process Map – Students will identify one process that their target organization/department/program engages in to process map. Students will produce a figure that depicts the Executive summary of the process involved in completing the task identified and analyzed through their task analysis (see Malott, 2003, Figure 6-1). Students may earn 20 extra credit points for producing a detailed process map similar to Figure 6-6 in Malott (2003).

Task Analysis – Students will use the Task Analysis Guide depicted in Figure 6-2 (Malott, 2003) to further isolate the specific steps necessary to complete one task included in their Process Map and produce a figure similar to that depicted in Figure 6-3 (Malott, 2003) that includes at least three tasks. Students may earn 5 extra credit points for each additional task for which they produce a Task Analysis guide and figure.

Functional Assessment Summary – Students will complete a functional assessment of the individual behavior contingencies for the three tasks detailed in their Task Analysis. These contingencies should be depicted in a figure similar to Figure 8-10 in Malott (2003). Students may earn 5 extra credit points for each additional task they complete a functional assessment for and include in their Functional Assessment Summary figure.

Management Contingency Diagram – Based on the tasks and individual behavior contingencies analyzed in the previous two component assignments, students will determine the interlocking behavioral contingencies in effect at various management levels for each of the three
tasks. The management-level interlocking contingencies for the three tasks should be depicted in a figure that resembles Figure 9-12 in Malott (2003).

**Translating from Behavior to Accomplishments** – Students will translate the three individual behaviors analyzed in their Functional Assessment Summary into Accomplishments and provide a written explanation as to the advantages of doing such. *Students may earn 5 extra credit points for each additional individual behavior they translate into an accomplishment.*

**Identify Unit(s) of Measurement** – Using Figure 1 from Binder (2001) as a guide, students will produce a figure similar to Figure 5 in Binder (2001) to illustrate the measures they would recommend to assess the behavior/accomplishment of one of the performers for whom they conducted a Task Analysis. In addition, students should create a figure similar to Figure 7 in Binder (2011) to describe the measures they would recommend to evaluate the results of the process depicted in their Process Map.

**Six Boxes Behavioral Influences Analysis** – Considering the process, tasks, individual behaviors/accomplishments, and interlocking behavioral contingencies involved in the management of their target organization/department/program, students should analyze the behavior influences according to the Six Boxes model and depict the results of their analysis in a figure similar to Figure 3 in Binder (1998).

*Behavioral Systems & Organizational Analysis Project Final Paper*  
Students will use their project components to compose their Behavioral Systems & Organizational Analysis Project Final Paper. The paper should be packaged as if it will be provided to the administrator/manager/contractor with whom they “partnered” to do the analysis and who would ultimately be responsible for implementing their recommendations for performance improvement extrapolated from their analysis. The final paper should include 1) a brief introduction to the organization/community system analyzed including relevant historical variables related to its origin, and 2) the first 8 project components (Mission & Macrosystem, TPS Analysis, Organizational Structure & Function Analysis, Department-Function Analysis, Process Map, Task Analysis, Functional Assessment Summary, and Management Contingency Diagram) accompanied by a brief summary of the process they engaged in to complete the corresponding component and a description of their findings. In addition, students should use their final 3 project components (Translating Behaviors to Accomplishments, Identify Unit(s) of Measurement, and Six Boxes Behavioral Influences Analysis) to summarize their analysis and provide specific recommendations to the organization/department/program as to what strategies and actions they might employ to improve performance. Recommendations may require students to produce additional figures similar to those created for each project component that depict the “ought to be” (see Table 5-2 in Malott [2003] for example) to illustrate the differences between the existing
processes/tasks/contingencies and the recommended processes/tasks contingencies and describe how these changes can result in improvement performance and/or organizational/department/program performance. Additionally, students should organize their recommendations following the Six Boxes Model (Binder, 1998). (1 opportunity x 200 pts = 200 pts)

**POINT SUMMARY**
13 Class Participations & Discussions @ 5 pts each = 65 points
13 Review & Discussion Questions @ 10 pts each = 130 points
11 SAFMEDS Weekly In-Class Practice @ 5 pts each = 55 points
1 SAFMEDS Final Checkout @ 60 pts each = 80 points
11 Weekly Project Component Drafts & Updates @ 20 pts each = 220 points
1 Final Paper @ 200 pts each = 200 points
**Total Points Possible = 750 points**

**GRADE EQUIVALENTS (% of 750 points earned):**
A: 90% to 100%    B: 80% to 89%    C: 70% to 79%    F: 69% or less

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**
The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at http://www.unt.edu/oda/apply/index.html. Also, you may visit the Office of Disability Accommodation in the Sage Hall (room 167) or call them at (940) 565-4323.

**POLICIES**
No individual exceptions can be made to the syllabus

**Re-grades:** If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).
**Make-ups:** Coming to class is extremely important to completing BEHV 4400 successfully. Many of the opportunities to earn points occur during class meetings. In order to do well in this course, students need to be in class.

Makeups will only be considered for extraordinary circumstances, and will be discussed individually on a case-by-case basis. If students know that attending class meetings is difficult, the course instructor/teaching assistants should be informed immediately regarding how we can help individuals get to class meetings more regularly.

Some situations that may qualify for a makeup include:

1) Students are legitimately sick.
   a. If students are legitimately sick, meaning that students have gone to the doctor, then students should contact the course instructor and/or teaching assistant as soon as possible, preferably before the class session students will miss. Then students should provide the course instructor with an official note from their doctor on clinic/hospital/office letterhead. Doctors’ excuses that are not on official letterhead will not be accepted. Students should arrange a time to meet with the course instructor and/or teaching assistant outside of class hours when students are feeling better to discuss whether or not a make-up activity that is commensurate with the class session(s) students missed is possible.

2) Students have a personal and/or family emergency.
   a. a) Please contact the course instructor and/or teaching assistant as soon as possible (before the class(es) to be missed if possible). Explain as much information regarding the emergency as is comfortable to share, providing documentation when possible or if requested. Please let the course instructor and/or teaching assistant know when s/he can expect a return to class and schedule a meeting with him/her during office hours upon the return to school. If there are make-up assignments that are commensurate with the class session(s) students missed, we will work with students to provide those possible. If documentation is not readily available, then make-up requests must be supported with official and verifiable documentation from the Dean of Students. Please visit the link below for additional information: https://deanofstudents.unt.edu/resources#absence_verification. If a make-up is granted, it will need to be completed in office hours and/or other times outside of class meetings. Students are responsible for contacting the course instructor and/or teaching assistant and making the necessary arrangements for a make-up assignment. Remember, some course activities will not be eligible for a make-up.
Make-ups must be completed within three weeks of the missed class session.

**Late Assignments:** As in-class assignments are such an important part of the course and are cumulative in nature, this class will have a strict policy on late assignments. If a student turns in an assignment after a deadline, the grade for that assignment will be dropped one letter grade (e.g., from an “A” to a “B”) for each day it is late until it is no longer eligible for points (i.e., from a “D” to an “F”).

**Extra Credit:** Students will have the opportunity to earn extra credit points several times throughout the semester. Students should not rely on extra credit points to make-up for points they missed for not completing a regularly scheduled assignment or to prevent them from failing the course. Extra credit points are awarded primarily for exemplary performance and work that goes beyond the minimum requirements for the course. Students will have the opportunity to earn up to 50 extra credit points for the entire semester. Any extra credit must be completed within two weeks of the date the extra credit was made available.

**Student Conduct:** Each student automatically certifies that any material submitted for grading is his/her own independent work. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct.

Group work is encouraged; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. “Legitimate” group work takes advantage of consultation with your peers, provides you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Examples include reading the text and writing answers to the study guide items, then working closely with other students to compare study guide answers, and to attempt to resolve different understandings. Failing to do the reading, and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others’ is appropriate. Copying someone else’s work products (or making your work available to another student to copy) is not legitimate; it is cheating. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

**Assistance:** Students are encouraged to contact the instructor (by email or during office hours) or teaching assistant any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.
Diversity Statement: It is the policy of the University of North Texas (and this instructor) not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals. Direct questions or concerns to the equal opportunity office, (940) 565-2456, or the dean of students, (940) 565-2648. TTY access is available through Relay Texas: (800) 735-2989.

Emergency Notification and Procedures: The University of North Texas informs students, faculty and staff persons about emergency situations (e.g., severe weather, campus closings, public safety) through the Eagle Alert system. Notifications are sent via phone so it is important that your contact information is current. Please visit www.my.unt.edu to update your contact information so that you are able to notifications in the event of an emergency. Additional information regarding emergency preparedness is available at https://emergency.unt.edu/emergency-guidelines-0.

COURSE UNITS, READINGS, & SCHEDULE

Unit 1: Course Introduction & Specific Applications of OBM (August 28, 2019)

Emphasis area: OBM

Course Syllabus


Unit 2: Paradox of Organizational Change (September 4, 2019)

Emphasis area: BSA


Unit 3: Basic Principles (September 11, 2019)

Emphasis area: BSA


Unit 4: Macrosystem & Mission (September 18, 2019)

Emphasis area: BSA

Unit 5: Organization (September 25, 2019)
Emphasis area: BSA


Unit 6: Process (October 2, 2019)
Emphasis area: BSA


Unit 7: Task (October 9, 2019)
Emphasis area: BSA, OBM, HPI


Unit 8: Behavior I (October 16, 2019)
Emphasis area: OBM, HPI


Unit 9: Behavior II (October 23, 2019)
Emphasis area: OBM, HPI


Unit 10: Management (October 30, 2019)
Emphasis area: OBM, HPI


Unit 11: HPI I: Accomplishments (November 6, 2019)
Emphasis area: BSA, HPI


Unit 12: HPI II: Measurement (November 13, 2019)
Emphasis area: BSA, HPI


Unit 13: HPI III: Six Boxes (November 20, 2019)
Emphasis area: BSA, HPI

**Model. Performance Improvement** 37(6), 48-52.

**No Class – Thanksgiving Break (November 27, 2019)**

**Unit 14: Behavioral Systems Engineering Model (December 4, 2019)**  
[Rotating Special Topic - Emphasis area: Community]  
*Emphasis area: BSA, HPI*


**WEEKLY CLASS SCHEDULE**

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<tr>
<th>Session</th>
<th>Activities</th>
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| **1**  | **August 28, 2019**  
*Unit 1: Review Syllabus, Course Introduction, & Specific Applications to OBM*  
**Readings:** Course Syllabus, Wilder et al. (2009)  
**Due:** n/a |
| **2**  | **September 4, 2019**  
*Unit 2: Paradox of Organizational Change*  
**Readings:** Malott (2003) Chp 1  
**Due:** R&D Qs 1  
**In-Class:** SAFMEDS Practice 1 |
| **3**  | **September 11, 2019**  
*Unit 3: Basic Principles*  
**Readings:** Malott (2003) Chp 2  
**Due:** R&D Qs 2  
**In-Class:** SAFMEDS Practice 2 |
| **4**  | **September 18, 2019**  
*Unit 4: Macrosystem & Mission*  
**Readings:** Malott (2003) Chp 3  
**Due:** R&D Qs 3  
**In-Class:** SAFMEDS Practice 3 |
| **5**  | **September 25, 2019**  
*Unit 5: Organization*  
**Readings:** Malott (2003) Chp 4  
**Due:** R&D Qs 4; Mission & Macrosystem draft  
**In-Class:** SAFMEDS Practice 4; Macrosystem & Mission update & feedback |
| **6**  | **October 2, 2019**  
*Unit 6: Process*  
**Readings:** Malott (2003) Chp 5  
**Due:** R&D Qs 5; TPS Analysis draft  
**In-Class:** SAFMEDS Practice 5; TPS Analysis update & feedback |
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<th>Unit</th>
<th>Date</th>
<th>Readings</th>
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<tr>
<td>7</td>
<td>October 9, 2019</td>
<td><em>Unit 7: Task</em></td>
<td><em>Malott (2003) Chp 6</em></td>
<td><em>R&amp;D Qs 6; Organizational Structure &amp; Function Analysis draft</em></td>
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<td><em>SAFMEDS Practice 6: Organizational Structure &amp; Function Analysis update &amp; feedback</em></td>
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<td>8</td>
<td>October 16, 2019</td>
<td><em>Unit 8: Behavior I</em></td>
<td><em>Malott (2003) Chp 7</em></td>
<td><em>R&amp;D Qs 7; Department-Function Analysis draft</em></td>
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<td><em>SAFMEDS Practice 7: Department-Function Analysis update &amp; feedback</em></td>
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<td>October 23, 2019</td>
<td><em>Unit 9: Behavior II</em></td>
<td><em>Malott (2003) Chp 8</em></td>
<td><em>R&amp;D Qs 8; Process Map draft</em></td>
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<td><em>SAFMEDS Practice 8: Process Map update and feedback</em></td>
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<td>10</td>
<td>October 30, 2019</td>
<td><em>Unit 10: Management</em></td>
<td><em>Malott (2003) Chp 9</em></td>
<td><em>R&amp;D Qs 9; Task Analysis draft</em></td>
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<td><em>SAFMEDS Practice 9: Task Analysis update &amp; feedback</em></td>
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<td>11</td>
<td>November 6, 2019</td>
<td><em>Unit 11: HPI I: Accomplishments</em></td>
<td><em>Binder (2017)</em></td>
<td><em>R&amp;D Qs 10; Functional Assessment Summary draft</em></td>
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<td><em>SAFMEDS Practice 10: Functional Assessment Summary update &amp; feedback</em></td>
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<td>12</td>
<td>November 13, 2019</td>
<td><em>Unit 12: HPI II: Measurement</em></td>
<td><em>Binder (2001)</em></td>
<td><em>R&amp;D Qs 11; Management Contingency Diagram</em></td>
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<td>13</td>
<td>November 20, 2019</td>
<td><em>Unit 13: HPI III: Six Boxes</em></td>
<td><em>Binder (1998)</em></td>
<td><em>R&amp;D Qs 12; SAFMEDS Final Checkout; Translating from Behavior to Accomplishments &amp; Units of Measurement draft</em></td>
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<td><em>Translating from Behavior to Accomplishments &amp; Unit(s) of measurement update &amp; feedback</em></td>
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November 27, 2019

NO CLASS – THANKSGIVING BREAK

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<td><strong>December 4, 2019</strong></td>
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*Unit 14: Behavioral Systems Engineering Model*
*Due:* R&D Qs 13; Six Boxes Behavioral Influences Analysis draft
*In-Class:* Six Boxes Behavioral Influences Analysis update & feedback

December 9, 2019 by 12 pm (noon)

DUE: CLASS PROJECT FINAL PAPER

*The professor reserves the right to adjust and modify this schedule based on the needs of the students*

**Components of this syllabus were developed in collaboration with Drs. Ramona Houmanfar and Mark Mattaini and the ABAI Task Force on Culturo-Behavior Science**