OFFICIAL COURSE DESCRIPTION
Describes theory and techniques of applying behavior analytic 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 as 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:

• Conduct a Behavioral Systems Analysis using the Behavioral Systems Engineering Model (Malott, 2003)

• 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.

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

Interteaching
The course will be run using a modified Interteaching format (Boyce & Hineline, 2002). The format will include four components: Discussion Questions, Priming/Expansion Lectures, Interteaching Sessions, and Clarifying Lectures.

Discussion Questions Part I
Students will complete the Discussion Questions for the corresponding unit and upload their responses to Canvas. Students must complete the Discussion Questions and upload their individually completed responses to Canvas prior to coming to class (Monday by midnight) to be eligible to earn points for the Discussion Questions. Students should also bring their prepared responses to class. Preparation does not necessarily entail complete essay answers to each question. Students should include enough information in their responses to enable a fluent discussion of the material.

Priming/Expansion/Clarifying Lectures & Participation
At the onset of each class session (following SAFMEDS in-class practice), course instructors will present a priming/expansion lecture. The purpose of these lectures will be to introduce students to the new material each week and to clarify any questions related to the assigned readings. At the conclusion of each class, the course instructors will present a clarifying lecture. The purpose of these lectures will be to ensure students have mastered the core content for each unit. Both lectures will also provide the opportunity for expansion and enrichment activities related to the material that corresponds to prior units. Students are expected to complete the assigned reading and objectives prior to coming to class and to participate during each class session’s priming/expansion/clarifying lectures. Participation may include asking a question, sharing an example, or adding content to the discussion. Points will not be earned for agreeing with or repeating what someone else has already said or for comments that are non-content related or off topic (14 opportunities x 5 pts = 70 pts).

Interteaching
During class, students will divide into pairs to discuss the material from the readings. Once students form their dyads, students should discuss the answers to the Discussion Questions and the course instructors will move around to facilitate student discussions. During these discussions, students should revise the answers to the Reading Objectives in order to document what they believe is the best answer after discussing the answers with their partner. Approximately one-third of the class time will be spent in these discussion pairs (8 opportunities x 5 pts = 40 pts).

Discussion Questions Part II
At the end of the interteaching session, one student from each dyad should upload their revised Discussion Question answers to Canvas. This version of
the Discussion Question answers will be graded provided the initial responses have been uploaded prior to the start of the class period (14 opportunities x 10 pts = 140 pts).

**During Class Sessions for In-Class Projects, students will turn in and be graded on their submissions for Discussion Questions Part I as there will be no Interteaching Session on days on which there are In-Class Projects**

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. (14 opportunities x 5 pts = 70 pts)

**Final Checkout**
The goal for the final SAFMEDS checkout is 30 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 May 5, 2020 at 5 pm CST. Extra credit points are available for students performing at a rate higher than 30 correct responses per minute (1 opportunity x 60 pts = 60 pts)

Points will be awarded based on the following criteria:

- 51+ cpm +15 points
- 41-50 cpm +10 points
In-Class Behavioral Systems & Organizational Analysis Projects

Students will complete six in-class projects. For some units (designated on the weekly class schedule) students will be given a hypothetical case or a choice between two and a task to complete that corresponds with the course material for that unit. Students will be given time to work together in dyads (or triads if necessary) on the in-class project with support from the course instructors. Following the in-class discussion, each student will be responsible for creating a final write-up, outside of class, that s/he turns in on Canvas prior to the next class session. The final write-up will be graded on an individual basis (i.e., each student will turn in his/her own completed project), and will be due at the subsequent week’s class session (see weekly class schedule). Late papers and projects will not be accepted. (6 opportunities x 20 pts = 120 pts).

In-Class Project 1: Mission & Macrosystem & TPS Analysis– Students will craft a mission statement for a hypothetical 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. Students will also 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).

In-Class Project 2: 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 and analysis (see Malott, 2003, Figures 4-3, 4-4, 5-3) of target organization/department/program.

In-Class Project 3: Process Map
Students will identify one process from a hypothetical organization/department/program to create a process map. Students will produce a figure that depicts the executive summary of the departments, persons, tasks, and flow of the selected process (see Malott, 2003, Figures 6-1 and 6.6).
In-Class Project 4: Accomplishments & Unit(s) of Measurement – Students will translate three individual behaviors from their Process Map into accomplishments. Then, 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 accomplishments of an employee assigned to that process/task. In addition, students should create a figure similar to Figure 7 in Binder (2001) to describe the measures they would recommend to evaluate the results of the process depicted in their Process Map.

In-Class Project 5: Six Boxes Behavioral Influences Analysis
Considering the process, tasks, individual behaviors/accomplishments, and interlocking behavioral contingencies involved in the management of a hypothetical 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).

In-Class Project 6: Professional Consultation
In the final course session, students will complete an in-class activity focused on conducting a professional consultation with a mock organization/department/program. An additional 20 points will be allocated to student performance during this activity which will be allocated at the discretion of the course instructor based on students’ participation, cooperation with peers, competence in the subject matter, and oral communication.

POINT SUMMARY
14 Discussion Questions @ 10 pts each = 140 points
14 Class Participation Opportunities @ 5 pts each = 70 points
8 Interteaching Sessions @ 5 pts each = 40 points
14 SAFMEDS Weekly In-Class Practice @ 5 pts each = 70 points
1 SAFMEDS Final Checkout @ 60 pts each = 60 points
6 In-Class Project Descriptions @ 20 pts each = 120 points
Total Points Possible = 500 points

GRADE EQUIVALENTS (% of 500 points earned):
A: 90% to 100%  B: 80% to 89%  C: 70% to 79%  F: 69% or less

ACCOMODATIONS 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.

Students can earn up to ten (10) research credits. Students may earn credit by any of the following means, in any combination:

1) The student may volunteer to serve as a research participant in an approved study being conducted by University of North Texas behavior analysis department faculty or students. The Institutional Review Board of the University of North Texas will have approved all studies offered through the Sona System.

2) Alternative assignments can be completed for credit points. Extra credit must be completed within two weeks of the date the extra credit was made available.
with the exception of the SONA credits which can be completed at any point throughout the semester.

**Credits for Research Participation:** Credits for research participation are determined by the time and effort students are asked to expend, not on the particular outcome of their participation in a study. The researcher will determine the total number of credits for a study, in advance, and post the credit number on Sona for the student’s information. Only credits for which the student registers online may be used for research participation credit. Each credit will count translate to 5 points of extra credit. Credit will be assigned according to the following guidelines:

- At least one (1) credit will be earned for each half (½) hour of participation at a single session
- If more than one session is required, the student will earn at least one (1) credit for each additional session, based on the total duration of the session.
- One (1) additional credit can also be earned for special circumstances for any research project. Special circumstances include multisession participation, recruitment of a cohort, activities performed outside of a formal research session, etc.

**Alternative Assignments:** Students may earn the equivalent of one (1) research credit for completing any of the following alternative assignments.

- Extra credit can be earned for exceeding the aim for SAFMEDS as indicated above (roughly every 9 additional correct responses per minute is equivalent to one (1) research credit.
- One (1) research credit can be earned for finding each articles students select from the mainstream media that explains organizational phenomena (e.g., leadership, management, burnout) from a non-behavioral perspective and crafting an alternative explanation for the behavior or practice using the behavioral systems analysis concepts presented in the course (no more than 1 page).
- Students may earn up to one (1) research credit for completing research articles summaries. Articles should be selected from the *Journal of Organizational Behavior Management* or *Behavior and Social Issues* and must be approved by one of the course instructors. Article summaries should be no longer than 1 page (4-6 sentences) and include a statement of purpose of the study or the research questions, the independent and dependent variables, a summary of the results, and a statement describing what the student (not the authors of the study) believe to be the major implication/applicability of the research (e.g., where or how they might use what they learned from the method or results of the research.
- Other opportunities for extra credit (e.g., related to in-class activities) will also be made available throughout the semester.

**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 & Syllabus (January 14, 2020)**

Course Syllabus

**Unit 2: Specific Applications of OBM (January 21, 2020)**

*Emphasis area: OBM*


**Unit 3: Basic Principles: Behavior Systems Analysis & OBM (January 28, 2020)**

*Emphasis area: BSA*


**Unit 4: Paradox of Organizational Change (February 4, 2020)**

*Emphasis area: BSA*


**Unit 5: TPS: Macrosystem & Mission (February 11, 2020)**

*Emphasis area: BSA*


**Unit 6: Organization (February 18, 2020)**

*Emphasis area: BSA*


Unit 7: Process & Task (February 25, 2020)
*Emphasis area: BSA*


Unit 8: Review: Examples & Applications (March 3, 2020)
*Emphasis area: BSA*


**Spring Break (March 10, 2020)**

Unit 9: Behavior I (March 17, 2020)
*Emphasis area: OBM, HPI*


Unit 10: Behavior II (March 24, 2020)
*Emphasis area: OBM, HPI*


Unit 11: HPI I: Accomplishments & Measurement (March 31, 2020)
*Emphasis area: BSA, HPI*


Unit 12: HPI II: Six Boxes® I (April 7, 2020)
Emphasis area: BSA, HPI


Unit 13: HPI III: Six Boxes® II (April 14, 2020)
Emphasis area: BSA, HPI


Unit 14: Management (April 21, 2020)
Emphasis area: OBM, HPI


Unit 15: Professional Consultation (April 28, 2020)
Emphasis area: BSI, HPI, OBM

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<th>Session</th>
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<td><strong>1</strong></td>
<td><em>Unit 1: Course Introduction &amp; Syllabus (Traci)</em>&lt;br&gt;<strong>Readings:</strong> Course Syllabus&lt;br&gt;<strong>Due:</strong> n/a</td>
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<tr>
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<td><strong>2</strong></td>
<td><em>Unit 2: Specific Applications of OBM (Eddie)</em>&lt;br&gt;<strong>Readings:</strong> Wilder et al. (2009)&lt;br&gt;<strong>Due:</strong> Unit 2 Discussion Questions&lt;br&gt;<strong>In-Class:</strong> SAFMEDS Practice 1; Interteaching</td>
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<td>January 21, 2020</td>
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<td><strong>3</strong></td>
<td><em>Unit 3: Basic Principles: Behavioral Systems Analysis &amp; OBM (Kyo)</em>&lt;br&gt;<strong>Readings:</strong> Mattaini (1993) Pp. 219-230&lt;br&gt;<strong>Due:</strong> Unit 3 DQs&lt;br&gt;<strong>In-Class:</strong> SAFMEDS Practice 2; Interteaching</td>
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<td><strong>4</strong></td>
<td><em>Unit 4: Paradox of Organizational Change (Traci)</em>&lt;br&gt;<strong>Readings:</strong> Malott (2003) Chp 1&lt;br&gt;<strong>Due:</strong> Unit 4 DQs&lt;br&gt;<strong>In-Class:</strong> SAFMEDS Practice 3; Interteaching</td>
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<td><strong>5</strong></td>
<td><em>Unit 5: TPS: Macrosystem &amp; Mission (Eddie)</em>&lt;br&gt;<strong>Readings:</strong> Brethower (n.d.); Malott (2003) Chp 3&lt;br&gt;<strong>Due:</strong> Unit 5 DQs&lt;br&gt;<strong>In-Class:</strong> SAFMEDS Practice 4; In-Class Project 1: Macrosystem &amp; Mission &amp; TPS Analysis</td>
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<td><strong>6</strong></td>
<td><em>Unit 6: Organization (Kyo)</em>&lt;br&gt;<strong>Readings:</strong> Diener et al. (2009) pp. 108-122; Malott (2003) Chp 4&lt;br&gt;<strong>Due:</strong> Unit 6 DQs; Macrosystem &amp; Mission &amp; TPS Analysis In-Class Project 1 Write Up&lt;br&gt;<strong>In-Class:</strong> SAFMEDS Practice 5; In-Class Project 2: Organizational Structure &amp; Function Analysis</td>
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<td><strong>7</strong></td>
<td><em>Unit 7: Process &amp; Task (Michelle)</em>&lt;br&gt;<strong>Readings:</strong> Diener et al. (2009) pp. 122-135; Malott (2003) Chp 5&lt;br&gt;<strong>Due:</strong> Unit 7 DQs; Organizational Structure &amp; Function Analysis In-Class Project 2 Write-Up&lt;br&gt;<strong>In-Class:</strong> SAFMEDS Practice 6; In-Class Project 3: Process Map</td>
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| 8    | March 3, 2020 | **Unit 8: Review: Examples & Applications** *(Eddie)*  
**Readings:** Diener et al. (2009); Malott & Martinez (2006)  
**Due:** Unit 8 DQs; Process Map In-Class Project 3  
**Write-Up**  
**In-Class:** SAFMEDS Practice 7; Interteaching |
| 9    | March 10, 2020 | **SPRING BREAK**                                                      |
| 9    | March 17, 2020 | **Unit 9: Behavior I** *(Kyo)*  
**Due:** Unit 9 DQs  
**In-Class:** SAFMEDS Practice 8; Interteaching |
| 10   | March 24, 2020 | **Unit 10: Behavior II** *(Michelle)*  
**Readings:** Malott (2003) Chp 7  
**Due:** Unit 10 DQs  
**In-Class:** SAFMEDS Practice 9; Interteaching |
| 11   | March 31, 2020 | **Unit 11: HPI I: Accomplishments & Measurement** *(Eddie)*  
**Due:** Unit 11 DQs  
**In-Class:** SAFMEDS Practice 10; Accomplishment & Unit(s) of Measurement In-Class Project 4 |
| 12   | April 7, 2020 | **Unit 12: HPI II: Six Boxes I** *(Eddie)*  
**Readings:** Binder (1998)  
**Due:** Unit 12 DQs; In-Class Project 4  
Accomplishments & Unit(s) of Measurement In-Class Project  
**In-Class:** SAFMEDS Practice 11; In-Class Project 5 (Part I): Six Boxes Behavioral Influences Analysis |
| 13   | April 13, 2020 | **Unit 13: HPI III: Six Boxes II** *(Michelle)*  
**Readings:** Binder (2005/2009)  
**Due:** Unit 13 DQs;  
**In-Class:** SAFMEDS Practice 12; In-Class Project 5 (Part II): Six Boxes Behavioral Influences Analysis |
| 14   | April 21, 2020 | **Unit 14: Management** *(Michelle)*  
**Readings:** Malott (2003) Chp 9  
**Due:** Unit 14 DQs; Six Boxes Behavioral Influences Analysis In-Class Project 5 Write-Up  
**In-Class:** SAFMEDS Practice 13; Interteaching |
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<tr>
<td><strong>Unit 15: Professional Consultation (Michelle)</strong></td>
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<td><strong>Due:</strong> Unit 15 DQs</td>
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**FINALS WEEK**

**SAFMEDS FINAL CHECKOUT (BY APPOINTMENT)**

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