Cover Sheet: Request 14271

EAB 4XXX Organizational Behavioral Management

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Michael Farrar farrar@ufl.edu
Created	9/24/2019 7:10:08 PM
Updated	12/8/2019 5:21:06 PM
Description of request	New Undergraduate course request

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Psychology 011618000	Julia Graber		9/25/2019
No document changes					
College	Conditionall Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) add "org" in the transcript title; 2) the course description should follow catalog style, by removing "an" and "topics covered will"; 3) clarify the prereqs, does the "C" requirement apply to both? and use the prereq formatting guide on the form, ex. EAB3002 (C); 4) clarify the number of article summaries for the course	11/16/2019
No document changes					
Department	Approved	CLAS - Psychology 011618000	Julia Graber		11/25/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		12/8/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/8/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14271

Info

Request: EAB 4XXX Organizational Behavioral Management
Description of request: New Undergraduate course request
Submitter: Michael Farrar farrar@ufl.edu
Created: 9/10/2019 10:46:28 PM
Form version: 1

Responses

Recommended Prefix EAB
Course Level 4
Course Number xxx
Category of Instruction Advanced
Lab Code None
Course Title Organizational Behavior Management
Transcript Title Behavior Management
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year 2020
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description An overview of contemporary research and practice in the field of Organizational Behavior Management (OBM). Topics covered will include: choosing performance targets, assessment, designing effective intervention, effective supervision, ethics, and common intervention systems such as token economies and behavior-based safety.
Prerequisites EAB 3002 or EAB 3764 with minimum grade of C
Co-requisites none
Rationale and Placement in Curriculum Organizational Behavior Management (OBM) is a popular and growing sub-field of Applied Behavior Analysis (ABA). The addition of this course in the Behavior Analysis area, housed within the psychology department, will have two major benefits. First, students in psychology and related disciplines will be introduced to a new area not currently covered in the behavior analysis curriculum. Study in this area can lead to jobs in human resources, training and development, continuous improvement, and other organizational development jobs in a wide variety of industries. Second, this course will serve to cover topics required in an upcoming revision of the Board Certified Assistant Behavior Analyst (BCaBA) course sequence: supervision and ethics. The BCaBA certification is an undergraduate level certification for behavior analysis. Individuals who acquire this certification can, among other things, provide and bill insurance for autism treatment services under the supervision of a Master's level supervisor. This is a sought after certification and, although it is a new concentration offered at UF, there are currently 55 students enrolled in the course sequence. We expect the number of students enrolled in this course sequence to grow over the next few years. Students who take the BCaBA certification exam in 2022 and after will need this course.
Course Objectives At the conclusion of the course, students demonstrating mastery of the course material will be able to:
•Describe OBM and its relationship to behavior analysis
•Pinpoint and assess performance problems using an OBM approach
•Design appropriate measurement procedures
•Identify appropriate intervention strategies for improving performance in organizations

•Describe ethical considerations in OBM
•Describe effective supervision practices

Course Textbook(s) and/or Other Assigned Reading Textbook:
Daniels, A. C., and Bailey, J. (2014). Performance Management: Changing Behavior That Drives Organizational Effectiveness (5th ed.). Tucker, GA: Performance Management Publications.

Articles:
Wilder, D. A., Austin, J., & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. Psychological Services, 6 (3), 202-211.

Anderson, D. C., Crowell, C. R., Hantula, D. A., & Siroky, L. M. (1988). Task clarification and individual performance posting for improving cleaning in a student-managed university bar. Journal of Organizational Behavior Management, 9, 73-90.

Griffin, M., Gravina, N., Matey, N., Pritchard, J., & Wine, B. (In press). Using scorecards and a lottery to improve the performance of behavior technicians in two autism treatment clinics. Journal of Organizational Behavior Management.

Rice, A., Austin, J., & Gravina, N. (2008). Increasing customer service behaviors using manager-delivered task clarification and social praise. Journal of Applied Behavior Analysis, 42, 665-669.

Austin, J., Carr, J. E., & Agnew, J. L. (1999). The need for assessment of maintaining variables in OBM. Journal of Organizational Behavior Management, 19, 59-87.

LeFleur, T., & Hyten, C. (1995). Improving the quality of hotel banquet staff performance. Journal of Organizational Behavior Management, 15, 69-93.

Carr, J., Wilder, D., Majdalany, L., Mathisen, D., & Strain, L. (2013). An assessment-based solution to a human-service employee performance problem. Behavior Analysis in Practice, 6, 16-32.

Therrien, K., Wilder, D. A., Rodriguez, M., & Wine, B. (2005). Preintervention analysis and improvement of customer greeting in a restaurant. Journal of Applied Behavior Analysis 38, 411-415.

Agnew, J. L., & Redmon, W. K. (1992). Contingency specifying stimuli: The role of "rules" in organizational behavior management. Journal of Organizational Behavior Management, 12(2), 67-76.

Stocco, C. S., Thompson, R. H., Hart, J. M., & Soriano, H. L. (2017). Improving the interview skills of college students using behavioral skills training. Journal of Applied Behavior Analysis, 50, 495-510.

Wilk, L., & Redmon., W. (1990). A daily-adjusted goal-setting and feedback procedure for improving productivity in a university admissions department, Journal of Organizational Behavior Management, 11, 55-75.

Luke, M. M., & Alavosius, M. (2013). Adherence with universal precautions after immediate, personalized performance feedback. Journal of Applied Behavior Analysis, 44, 967-971.

Johnson, D., & Dickinson, A., (2010). Employee-of-the-month programs: Do they really work? Journal of Organizational Behavior Management, 4, 308-324.

Wilder, D., Rost, K., & McMahon, M. (2010). The accuracy of managerial prediction of employee preference, Journal of Organizational Behavior Management, 27, 1-14.

LaMere, J. M., Dickinson, A. M., Henry, M., Henry, G., & Poling, A. (1996). Effects of a multicomponent incentive program on the performance of truck drivers: A longitudinal study. Behavior Modification, 20(4), 385-405.

Groover, D. R. (2016). Discipline and safety: 8 principles for getting it right. Dekra Insights. Retrieved from: https://dekra-insight.com/images/white-paper-documents/wp-discipline-in-safety-us.pdf

Carter, N., & Holmberg, B. (1992). Theft reduction in a grocery store through product identification. Journal of Organizational Behavior Management, 13(1), 129-135.

Hantula, D. (2015). Job satisfaction: The management tool and leadership responsibility. Journal of Organizational Behavior Management, 35(1-2), 81-94.

Parsons, M. B. (1998). A review of procedural acceptability in organizational behavior management. Journal of Organizational Behavior Management, 18, 172-190.

Richman, G., Riordan, M., Reiss, M., Pyles, D., & Bailey, J. (1988). The effects of self-monitoring and supervisor feedback on staff performance in a residential setting, Journal of Applied Behavior Analysis, 21, 401-409.

Fox, D. K., Hopkins, B. L., & Anger, W. K. (1987). The long-term effects of a token economy on safety performance in open-pit mining. Journal of Applied Behavior Analysis, 20(3), 215–224.

Gravina, N., & Austin, J. (2018). An evaluation of the consultant workshop model in a human service setting. Journal of Organizational Behavior Management, 38, 244-257.

Komaki, J., Barwick, K., & Scott, L. (1978). A behavioral approach to occupational safety: Pinpointing and reinforcing safe performance in a food manufacturing plant, Journal of Applied Psychology, 63, 434-445.

Sulzer-Azaroff, B., & Austin, J. (2000), Does BBS work? Behavior-based safety and injury reduction: A survey of the evidence. PS, 19-24.

Gravina, N., King, A., & Austin, J. (2019). Training leaders to use behavioral science to improve safety. Safety Science, 112, 66-70.

Sigurdsson, S., & Austin, J. (2006). Institutionalization and response maintenance in organizational behavior management. Journal of Organizational Behavior Management, 26(4), 41–77.

Kelley, D., & Gravina, N. (2018). Every minute counts: Using the science of behavior to reduce wait times in an emergency department. Journal of Organizational Behavior Management.

Komaki, J. L. (1986). Toward effective supervision: An operant analysis and comparison of managers at work. Journal of Applied Psychology, 71, 270-279.

Turner, L. B., Fishcer, A. J., & Luiselli, J. K. (2016). Toward a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. Behavior Analysis in Practice, 9, 287-298.

Weekly Schedule of Topics Week 1: Course introduction, Introduction to OBM
Week 2: Choosing performance targets and mission statements
Week 3: Measurement in organizations, scorecards,
Week 4: Single case research designs for interventions in organizations
Week 5: Assessment, ABC analysis, behavior engineering model
Week 6: Performance Diagnostic Checklist, antecedent interventions
Week 7: Training, goal-setting
Week 8: Feedback
Week 9: Consequences, incentives, preference assessments
Week 10: Job satisfaction, ethics in OBM
Week 11: Self-management, token economies
Week 12: Consultation programs including workshop model and behavioral safety
Week 13: Institutionalization of interventions and maintenance
Week 14: Systems analysis, supervision and leadership
Week 15: Project due

Grading Scheme Quizzes (140 pts): There will be eight quizzes across the semester worth 20 pts each. Quizzes will consist of true/false, multiple choice, and short answer questions and will be based on study objectives provided in advance. For each student, I will drop the lowest quiz score.
Article Summaries (20 pts): Article summaries are designed to help you understand the article and encourage you to keep up with the readings. I have provided an article summary template on Canvas. Use this template for EVERY empirical article assigned (denoted with a *) in class and upload your

summary to Canvas. Article summaries are due before the class for which they are assigned. I will drop one article summary, which means that you can miss one without penalty.

OBM Project (40 pts): This project is designed to help you practice some of the tools from class. For this project, you will find an organization that will allow you to ask a supervisor some questions. You MAY NOT use your own workplace but you can use the workplace of a friend or family member. However, if you would like to go into consulting, I strongly advise you to try to do this project at an organization where you don't know anyone in order to get practice. For the project, you will talk with the supervisor to identify a pinpoint in need of improvement. Then, you will develop a data sheet and collect three data points worth of data. Next, you will complete an ABC Analysis, PDC, or PDC-HS to assess the performance issue. Based on the assessment, you will develop recommendations for improving the performance of concern (which I must see before you speak with the supervisor). You will not implement an intervention as part of this project. Finally, you will write up your project describing your pinpoint and why you chose it, your measurement method (including the data sheet and a graph of the data made in Excel or another program), your recommendations, and then you will reflect on your experience with this project. For the reflection you will explain what you learned, what you still need practice with, and what you would do differently next time. Please come to office hours if you have questions about the project.

Final write should include:
• A half page description of the organization and site (3 pts)
• The pinpoint and a description of how it meets each of Daniel's pinpointing criteria. (3 pts)
•   The data sheet (should be complete and easy to understand and use) and a description of the measurement procedure. (4 pts)
•   The three baseline data points you collected presented in a graph created in a program like Excel and a short description of the data (e.g., The baseline data points average x, which was far below the goal described by the supervisor). (5 pts)
•   The results of the assessment presented in a table or graph and described in a page. (5 pts)
• Your recommendations for an intervention should be described in 1-2 pages and should include CITATIONS for research articles including those not assigned in class as you describe them. (10 pts)
• A 1.5-2 page reflection on the experience. What did you learn? What skills do you want to further develop? What would you do differently next time? (10 pts)
• The paper should be in 12 pt font, normal margins, and double spaced. References should be in APA format. Include a cover page. Points will be deducted for grammar or APA errors.
• Points will also be deducted if you fail to meet the deadlines for each section of the project due throughout the semester.

Grading:
A=93-100, A-+90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, E<60

Instructor(s) Nicole Gravina
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes