

## **EAB 4741 – INTRODUCTION TO ORGANIZATIONAL BEHAVIOR MANAGEMENT**

University of Florida  
Department of Psychology  
Fall Semester 2025 - 3 Credit Hours

### **Class Times:**

- Tuesdays – 3:00 PM to 3:50 PM (Classroom: MCCA 1142)
- Thursdays – 3:00 PM to 4:55 PM (Classroom: CSE E119)

### **Instructor:**

Hanna Vance, MA, BCBA  
Email: [hannavance@ufl.edu](mailto:hannavance@ufl.edu)

### **Office hours:**

Mondays at 4:00 pm or Fridays at 9:00 am via Zoom: <https://ufl.zoom.us/j/9864827604>  
(or in person by request)

### **Undergraduate Teaching Assistants:**

Hannah Collins and Ryan Weissman

### **Textbook:**

Daniels, A. C., and Bailey, J. (2014). *Performance Management: Changing Behavior That Drives Organizational Effectiveness* (5th ed.). Tucker, GA: Performance Management

Additional articles and texts will be provided in Canvas for readings in this course.

### **Recommended book:**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### **Articles:**

Additional articles, texts, and chapters outside of the listed textbook will be provided in Canvas.

### **Course Description and Purpose:**

This course provides an overview of research and practice in the field of Organizational Behavior Management (OBM). As a part of this course, students will be exposed to contemporary research and learn skills related to the application of behavioral principles in organizations. OBM is a sub-field of behavior analysis that differs in its performance management approaches by its basis in the principles of radical behaviorism.

Behavior analysis is a natural science approach to understanding the interactions between the environment and behavior. This approach was developed in operant research labs that focused primarily on basic research using animals. The founder of modern behavior analysis is considered to be B.F. Skinner who authored foundational

texts such as *About Behaviorism* and *Science and Human Behavior*. Research in the principles of behavior analysis were applied to human behavior and the significant changes identified quickly assisted in catapulting the field to what it is today. OBM is the application of these principles in organizations.

### **General Education Learning Objectives**

UF provides learning objectives based on general subject area. Here is the link at which those objectives may be accessed: [Subject Area Objectives - Undergraduate Affairs - University of Florida \(ufl.edu\)](#)

### **Course Learning Objectives:**

- Describe the key features of organizational behavior management (OBM) and its foundations in behavior analysis.
- Pinpoint and assess performance problems using an OBM approach.
- Design and describe appropriate measurement procedures for behavioral pinpoints.
- Given an organizational performance problem, identify potential appropriate intervention strategies.
- Describe ethical considerations in OBM in the context of research and applied practice.
- Describe the components of effective and ethical supervision practices based in behavioral principles.

### **Course Format:**

This course will include a combination of lectures, independent study, and learning activities.

### **Course Requirements:**

1. Attend all classes on time.
2. Participate actively in group discussions and in-class activities.
3. Be respectful and treat other students with kindness.
4. Complete all assignments on time.
5. Submit work that is entirely your own and completed independently.

**This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#)<sup>1</sup>.**

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<sup>1</sup> This link will direct you to a webpage that provides information on:

- Attendance and make-up policies
- DRC information
- Assigning grade points
- Gator Evals
- Honesty policy
- In-class recording
- Academic and wellness resources

### **Attendance Expectations in *This Course*:**

Because this course relies on in-person engagement for activities like Active Student Responding, check-ins, and quizzes (see Course Evaluation Methods below), regular attendance is especially important. These in-class activities are designed to help you deepen your understanding and provide immediate feedback that can't be replicated outside of class.

To receive credit for these activities, you must be physically present, participate, and submit any required work during class.

If you anticipate an absence or need to miss class, please **notify me directly (via email) as early as possible**, to provide at least **48 hours (2 days) notice**. If an unplanned absence occurs, contact me as soon as you are able. I especially value when students provide advance notice to help manage any necessary accommodations.

Please refer to the university's attendance policy (included in hyperlink above) for information about excused absences and documentation. If excessive absences occur without proper communication or documentation, I reserve the right to limit participation and may assign a failing grade according to university guidelines.

### **Course Evaluation Methods**

#### **Bi-Weekly Quizzes (140 points total)**

There will be 6 quizzes throughout the semester: five quizzes worth 20 points each and a final quiz worth 40 points. Quizzes will include multiple-choice and short-answer questions covering material from lectures, readings, discussions, and applied assignments.

All quizzes will be administered in person, closed-book, and in a pencil-and-paper format. You will have the full 50-minute class period to complete each quiz once you begin. To perform well, it is strongly recommended that you study the material in advance. Quizzes are to be completed independently, without any assistance from classmates or unauthorized resources. During quizzes, please clear your workspace of notes, bags, phones, and any other personal items to maintain academic integrity.

#### *Academic Integrity Reminder*

In accordance with UF's Student Honor Code, cheating includes using or attempting to use unauthorized materials, resources, or assistance to gain an unfair academic advantage.

Examples include but are not limited to:

1. Using work created by others without permission or proper credit.
2. Using materials or tools not explicitly permitted by the instructor.
3. Taking extra time or continuing work beyond the allowed time limit.
4. Ignoring proctor instructions that affect fairness.
5. Collaborating with others when collaboration is prohibited.
6. Hiring or having someone else complete academic work or impersonate you.
7. Pretending to be someone else or completing work for another student.

Teaching assistants may proctor the quizzes. Any suspected academic dishonesty will be reported to the instructor for investigation. Consequences may include loss of points, failing grades, or other disciplinary actions consistent with university policies.

**In-Class Quiz Schedule:** Quizzes will take place *in class on Tuesdays*.

Quiz #	Date
1	September 2, 2025
2	September 16, 2025
3	September 30, 2025
4	October 14, 2025
5	October 28, 2025
6	December 2, 2025

**Active Student Responding (ASR) and “Check-Ins” (1–3 points per class, 21–63 points total):**

ASR activities, or “check-ins,” are built into our classes to help you process material, get immediate feedback, and clarify key concepts. These brief activities, such as general Q&A, group discussions, Think-Pair-Share, polls, and reflections, support your understanding while helping me gauge how well the class is grasping content and adjust instruction accordingly.

This approach fosters a collaborative environment, enhances your critical thinking and communication skills, and encourages meaningful participation that benefits both you and your peers.

We typically complete 1–3 check-ins per class. Your participation grade is based on **active engagement in the activity** and the permanent products you submit, such as brief written or digital responses completed during class. Engagement may also include interactive response methods, such as ASRs where I pose a question and you indicate your answer by holding up one finger if you think the answer is “1,” two fingers if you think the answer is “2,” and so on.

Other examples include:

- Exit tickets (e.g., “What’s one thing you learned today?”)
- Think-Pair-Share sheets (your idea, partner discussion, key takeaways)
- Sticky note responses (posted thoughts or questions)
- Group responses (shared answer with all group members’ names)
- Digital polls/check-ins (individual responses to gauge understanding)

To receive credit, you must be present, include your name (on written materials), and submit your response before leaving.

Each ASR/check-in is worth 1 point. Over the semester, these will contribute approximately 21–63 points to your participation grade. ASRs are not graded on

accuracy, but on genuine effort and engagement, focus on showing your thinking and participating actively.

**Article Summaries (50 points; 7 pts per summary + 8 pts in-class summary at start of semester):**

To deepen your understanding, each unit includes an assigned article to summarize, providing essential context and additional information for our lectures. Templates to guide your summaries are available on Canvas. Before your first independently completed article summary is due, we will complete an example article summary in class (worth 8 points) to set expectations for your independent submissions.

Students will receive full credit for their first independently submitted article summary, accompanied by detailed feedback from the instructor and/or UTAs. Going forward, students are expected to incorporate this feedback into all future summaries, which will then be graded based on accuracy and quality.

**Article Summary Schedule:** Each summary is due *before class* on the date listed (all Thursdays unless noted). Please read the assigned article and submit your summary via Canvas prior-to class.

Summary #	Due Date	Article	Notes
1	August 21, 2025 ( <i>In class activity nothing to submit</i> )	Cunningham & Austin (2007)	Read before class. No submission.
2	August 28, 2025	Griffin et al. (2019)	
3	September 11, 2025	Carr et al. (2013)	
4	September 25, 2025	Blackman et al. (2020)	
5	October 9, 2025	Newcomb et al. (2019)	
6	October 23, 2025	Ruby & DiGennaro Reed (2022)	
7	November 13, 2025	Grill et al. (2023)	

**Applied Assignments (50 points total; 25 points each)**

You will complete two applied assignments throughout the semester, each worth 25 points. These assignments are designed to help you practice and apply skills discussed in class, an essential aspect of OBM as an applied science. Because the assignments build on each other, completing each one is critical for your understanding and success.

Your work must be original and align with the required assessments and templates. Detailed rubrics and instructions are available on Canvas.

All submissions must include:

- APA-formatted title page
- APA-formatted references page
- Main body in APA format

## Applied Assignment 1: Pinpointing and Scorecard (25 points total)

### Pinpoint (10 points, Independent Work)

- Identify 3–5 behavioral pinpoints from a current or past role (e.g., student, volunteer, employee). For each pinpoint:
  - Define the behavior in measurable, observable terms
  - Describe how the behavior will be measured (e.g., frequency, duration)
- Choose behaviors appropriate for weekly or monthly tracking.
- Use APA-formatted in-text citations and references when drawing from literature.
- Do not copy examples from class materials, your pinpoints must be original.

### Scorecard (15 points, In-Class + Independent Work)

- Build a performance matrix or scorecard using your pinpoints or other relevant behaviors.
- You will begin this part of the assignment during class and finish as needed outside of class.
- Your submission must include:
  - A blank template
  - A completed mock scorecard with accurate calculations
 Follow the format provided in the course textbook.

## Applied Assignment 2: Assessment and Intervention (25 points total)

### Assessment and Brief Intervention Proposal (10 points, Independent Work)

- Conduct a recorded interview using the Performance Diagnostic Checklist (PDC) with someone in a supervisory/managerial role (e.g., roommate, family member, friend, or your supervisor).
- Steps:
  - Obtain consent (from interviewee) using the form provided on Canvas
  - Submit the recording and contact info of your interviewee
  - Identify a pinpoint and diagnose performance issues using the PDC
  - Organize assessment results and present performance problems in a bar graph, including descriptions, impact, and insights
  - Describe assessment findings
  - Briefly propose an intervention plan
  - *Note:* if you have trouble finding an interviewee, contact me.

### Intervention and Final Report (15 points, Independent + In-Class Work)

- Building on your assessment findings and the feedback you receive from the UTA/instructor on your first submission, you will refine and expand your work into a complete intervention plan.
- Your plan should include:
  - A clear, detailed description of the intervention
  - Identification of who will implement it
  - When and how it will be implemented
  - A rationale explaining why this approach was selected

- You will have dedicated class time to work on this assignment.
- Final Submission should include the full intervention plan along with all related assessment materials.

### Applied Assignment Schedule

Assignment	Task & Description	Due Date / Class Time	Points
#1: Pinpointing & Scorecard	Submit <i>Pinpointing</i>	Before class – September 11, 2025	10 pts
	Begin Scorecard (in class)	September 18, 2025	—
	Submit <i>Scorecard</i>	Before class – October 9, 2025	15 pts
#2: Assessment & Intervention	Identify supervisor, obtain consent, schedule observation (suggested timeline)	Suggested by October 21, 2025	—
	Submit <i>Assessment and Brief Intervention Proposal</i>	Before class – October 30, 2025	10 pts
	In-class discussion & intervention planning time	November 13, 2025	—
	Submit <i>Intervention and Final Report</i> (include revised assessment summary, final intervention plan)	Before class – November 20, 2025	15 pts

### Course Assignments and Grading:

A minimum grade of “C” is required to receive course credit. Grades are calculated out of the total points available. For example, if the total points available were 280, to receive a letter grade of A (>93%), a student must earn ~261 points throughout the semester.

***All objectives, assignments, content, schedules, and other course aspects are subject to change at the discretion of the instructor.***

### Use of Artificial Intelligence (AI) in This Course

Artificial Intelligence (AI), especially generative AI tools, is increasingly present across all fields and offers valuable opportunities to support your learning and research. These tools can assist with brainstorming, editing, organizing ideas, and enhancing understanding. However, AI should be used as an aid, not a replacement, for your own critical thinking and original work.

Quick Self-Check: If you can explain the work clearly, in your own words, without AI, it is serving as an aid. If you cannot, it is likely replacing your own thinking and is not appropriate use.

It is important to critically evaluate AI-generated content for accuracy and potential errors. AI can produce misleading or incorrect information (“hallucinations”), so you bear the responsibility to verify and confirm that AI outputs are correct before incorporating them into your work.

To maintain academic integrity and support your learning process, this course requires transparency regarding the use of AI tools:

- If AI tools are used for any submitted assignment (e.g., article summary, applied assignments), you must provide a brief statement describing how you used them (e.g., “I used ChatGPT to suggest alternative wording for my introduction”).
- If you did not use AI for the assignment, simply indicate: *“No AI tools were used for this assignment.”*
- You are responsible for all submitted content, including any generated or edited by AI. Proper citation and transparent disclosure of AI contributions are required.
  - See how to cite ChatGPT: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
- Unauthorized or undisclosed AI use may be considered an academic integrity violation.
- **You will not be penalized for appropriate use of AI as an aid and full disclosure of that use.** The goal is to support your learning and ensure you build the skills this course is designed to teach.

### ***Connection to Class Activities:***

On weeks when assignments are due, especially article summaries, our in-class ASRs and check-ins may include questions about your submission(s). These are designed to verify your understanding and ability to explain your own work. If you have difficulty explaining what you submitted, it may indicate over-reliance on AI. In such cases, we will discuss the work together to clarify your understanding, and credit for the activity or assignment may be adjusted if it is clear the core work was not your own.

This policy aligns with university guidelines for responsible, ethical, and transparent AI use to enhance learning while upholding fair scholarship.



**Course Schedule**  
*(Subject to change at instructor's discretion)*

Unit	Date	Topic	Readings	Evaluation
1	08/21/2025 (Thurs)	<b>Syllabus</b>	Syllabus	ASR 1-3 pts
		<b>AI Discussion</b>		
		<b>Practice Article Summary (In Class)</b>	Cunningham & Austin (2007)	1 <sup>st</sup> Article Summary (In class) 8 pts – (Cunningham & Austin, 2007)
	08/26/2025 (Tues)	<b>Pinpointing</b>	Daniels & Bailey (2014) ch. 1-2  DiGennaro Reed et al., 2018 (P.145-146)	ASR 1-3 pts
	08/28/2025 (Thurs)	<b>Measurement</b>	Daniels & Bailey (2014) ch. 5 & 7  DiGennaro Reed et al., 2018 (P.146-157)  Griffin et al. (2019)	ASR 1-3 pts   2 <sup>nd</sup> Article Summary Due <u>Before</u> Class 7 pts (Griffin et al., 2019)
	09/02/2025 (Tues)	<b>IN-CLASS QUIZ</b>		Quizzes worth 20 pts
2	09/04/2025 (Thurs)	<b>Research Design in OBM</b>	Daniels & Bailey (2014) ch. 22  Erath et al. (2021)	ASR 1-3 pts
	09/9/2025 (Tues)	<b>ABC Model of behavior</b>	Daniels & Bailey (2014) ch. 9	ASR 1-3 pts

	09/11/2025 (Thurs)	<b>Assessment</b>	Daniels & Bailey (2014) ch. 10  Gravina et al. (2021)  Carr et al., (2013)  <i>Optional: Jimenez et al., (2023)</i>	ASR 1-3 pts    3 <sup>rd</sup> Article Summary Due <u>Before</u> Class 7 pts (Carr et al., 2013)  Applied Assignment #1 (Pinpointing Due Before Class-10 pts)
	09/16/2025 (Tues)	<b>IN-CLASS QUIZ</b>		Quizzes worth 20 pts
3	09/18/2025 (Thurs)	<b>Antecedents + Task Analyses</b>  <i>Scorecard Assignment (Start in Class)</i>	Daniels & Bailey (2014) ch. 11  Therrien et al. (2005)	ASR 1-3 pts
	09/23/2025 (Tues)	<b>Response Effort + Goal Setting</b>	Wilk et al. (1990)  Wilder et al. (2021)	ASR 1-3 pts
	09/25/2025 (Thurs)	<b>Training</b>	Johnson et al. (2023)  Blackman et al., (2020)	ASR 1-3 pts  4 <sup>th</sup> Article Summary Due <u>Before</u> Class 7 pts (Blackman et al., 2020)
	9/30/2025 (Tues)	<b>IN-CLASS QUIZ</b>		Quizzes worth 20 pts
4	10/02/2025 (Thurs)	<b>Feedback</b>	Daniels & Bailey ch. 13  Chae et al. (2020)  Vance et al., (2025)	ASR 1-3 pts
	10/07/2025 (Tues)	<b>Reinforcer Assessments</b>	Daniels & Bailey (2014) ch. 14	ASR 1-3 pts

			Wilder et al. (2010)	
			Green et al. (2008)	
	10/9/2025 (Thurs)	<b>Incentives + Token Economy/Reward Systems</b>	Daniels & Bailey (2014) ch. 15  Bucklin et al. (2022)  Newcomb et al. (2019)	ASR 1-3 pts   5 <sup>th</sup> Article Summary Due <u>Before</u> Class 7 pts (Newcomb et al., 2019)  Applied Assignment #1 (Scorecard Due Before Class-15 pts)
	10/14/2025 (Tues)	<b>IN-CLASS QUIZ</b>		Quizzes worth 20 pts
5	10/16/2025 (Thurs)  <b>ASYNCRONOUS ONLINE CLASS (Pre-Recorded)<sup>2</sup></b>	<b>Discipline + Punishment</b>	Daniels & Bailey (2014) ch. 19& 20  Groover (2016), Dekra Insights	ASR 1-3 pts
	10/21/2025 (Tues)	<b>Job Satisfaction + Ethics</b>	Hantula (2015)  Nastasi et al. (2021)	ASR 1-3 pts  <i>Deadline for finding a supervisor for Assessment and Intervention Assignment</i>
	10/23/2025 (Thurs)	<b>Self-management</b>	Ferguson & Rivera (2022)  Ruby & DiGennaro Reed (2022)	ASR 1-3 pts  6 <sup>th</sup> Article Summary Due <u>Before</u> Class 7 pts (Ruby &

<sup>2</sup> **Pre-Recorded Class Sessions (Green Rows)**

On a few scheduled class dates, instruction will be delivered via pre-recorded lectures available on Canvas. Attendance is not required on these days; however, students are still responsible for completing the assigned readings, watching the recorded lecture, and engaging with the embedded ASR/check-in activities. Dates for these asynchronous sessions are listed in the course schedule below.

				DiGennaro Reed, 2022)
	10/28/2025 (Tues)	<b>IN-CLASS QUIZ</b>		Quizzes worth 20 pts
6	10/30/2025 (Thurs)	<b>Systems Analysis + Maintenance</b>	Kelley et al. (2018)  Sigurdsson & Austin (2006)	ASR 1-3 pts  Assessment and Brief Intervention Proposal Due (Applied Assignment #2 part 1; 10 pts)
	11/04/2025 (Tues)  <b>ASYNCRONOUS ONLINE CLASS (Pre-Recorded)</b>	<b>Behavior-based Safety</b>	Daniels & Bailey (2014) ch. 23	ASR 1-3 pts
	11/06/2025 (Thurs)	<b>Burnout and Turnover</b>	Novack & Dixon (2019)  Austin & Fiske (2023)  Blackman et al., (2024)	ASR 1-3 pts
	11/11/2025 (Tues)	<b>NO CLASS – VETERANS DAY</b>		
	11/13/2025 (Thurs)	<b>Intervention Planning Workshop</b>  <i>Time permitting; start Leadership &amp; Supervision Lecture</i>	Grill et al. (2023)	ASR 1-3 pts  7 <sup>th</sup> Article Summary Due <u>Before</u> Class 7 pts (Grill et al. 2023)  Intervention Planning Time (Applied Assignment #2)
	11/18/2025 (Tues)	<b>Finish Leadership &amp; Supervision and BACB Lecture</b>	Grill et al. (2023) <i>con't</i>  Turner et al. (2016)  Sellers et al. (2016)	ASR 1-3 pts

	11/20/2025 (Thurs)	<b>Careers in OBM</b>	Gravina et al. (2023)  Brasick & Smith (2022)	ASR 1-3 pts  Intervention and Final Report Due Before Class (Applied Assignment #2, part 2; 15 pts)
	11/25/2025 (Tues) & 11/27/2025 (Thurs)	<b>NO CLASS - FALL BREAK!</b>		
	12/02/2025 (Tues)	<b>IN-CLASS QUIZ</b>		Final quiz worth 40 pts
	12/04/2025	<b>READING DAY – NO CLASS</b>		

### Late Assignment Policy

Assignments submitted after the deadline will incur a penalty of 10% of the total points for each 24-hour period late, unless prior notice has been given or alternative arrangements have been made with the instructor. For example, a 10-point assignment submitted one day late can earn a maximum of 9 points; if submitted two days late, the maximum is 8 points, and so forth.

Please contact the instructor as soon as possible if you encounter any issues or foresee circumstances that may prevent you from completing an assignment on time.

### UF Grading Policies

UF provides information regarding grading and grading policies here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

### Overall Course Grading

Quizzes: 140 points

Participation (ASRs and Check-Ins): ~21-63 points

Article summaries: 50 points

Applied assignments: 50 points

**Total available points:** ~261 to 303 (depending on # of participation points)

Letter Grade	Score Range
A	93-100%
A-	90-92%
B+	87-89.9%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	<60%

