PSY 33686: Introduction to Performance Management (PM) and Organizational Behavior Management (OBM)

Prof. Charles R. Crowell
Offices: 126 Haggar/847 Flanner
574 276-8581

ccrowell@nd.edu

Class listserv: PSY33686-01-FA15@acadlist.nd.edu
Scheduled meeting time: Mon/Wed 3:30-4:45p
Class location: B16 Haggar Hall
Sakai Course Site:
https://sakailogin.nd.edu/portal/site/FA15-PSY-33686-01

Course Description

This introductory course will examine the principles, methods, and selected applications of performance management in business settings. Like Industrial and Organizational Psychology (IOP), the field of Performance Management (PM) shares the common goal of improving corporate or organizational success, but relies on established behavioral techniques and direct interventions, rather than the more diverse and eclectic methods characteristic of IOP. The field of Organizational Behavior Management (OBM) is the leading area of application for performance management techniques in business and organizational settings. In this course, students will read an acclaimed PM text, along with selected original research and methodological articles published in the OBM area. Class time will be used primarily for lectures on relevant PM/OBM topics. Students will complete 12 online chapter exams, three in-class exams over the lecture material, including the final, and also will complete several PM/OBM-related exercises or projects.

Course Context/Goals

Many of the concepts and techniques used in PM/OBM originated within the field of Behavior Analysis. Behavior Analysis is most appropriately described as a natural science-based approach to the understanding and analysis of human behavior. Behavior Analysis is rooted in the laboratory-based research with animals conducted by learning psychologists in the early to middle 1900's. In the 1960's, the principles and methods of "operant" behavior pioneered by B. F. Skinner and others began to be applied with human populations. The use of these learning principles were shown to produce socially significant changes in human behavior with clinical populations, and then in various other settings. As a result, the sub-discipline of Applied Behavior Analysis (ABA) was born in the late 1960's, which was followed shortly by the publication of the first volume of the *Journal of Applied Behavior Analysis* (JABA). When ABA is applied to organizational problems such as training, safety, productivity, and quality, the collective set of procedures is termed "Organizational Behavior Management." The primary journal in the field of OBM is the *Journal of Organizational Behavior Management* (JOBM), founded in 1977. The OBM Network (http://www.obmnetwork.com/), a special interest group of the Association for Behavior Analysis International, provides a forum for those interested in OBM.

The overall goal of this course is to introduce you to the practice of PM/OBM and to provide you with the understanding and skills needed to apply the fundamental principles of PM/OBM to a variety of performance problems in organizational settings.

At the conclusion of the class, students who master the course material will be able to:

- Explain the historical roots of OBM within the broader context of Psychology.
- Describe and explain the basic assumptions and methods of PM/OBM.
- Describe some of the shortcomings of traditional managerial practices in the workplace and explain the benefits of the PM/OBM approach.
- Describe the "pyramid of success" and explain how this conception helps diagnose organizational performance and determine where a PM/OBM approach can be applied.
- Describe how to target/pinpoint key work-relevant behaviors needed for personal and organizational success.
- Develop reliable ways of tracking relevant behavior and work performance.
- Design cost-effective and socially valid PM/OBM interventions that will have a positive impact on work or personal effectiveness.
- Describe behavioral approaches to selection and training.
- Compare and contrast different approaches to performance diagnosis.
- Explain the important considerations in marketing the PM/OBM approach to the business community.
- Identify and explain some effective strategies for consulting.
- Describe ways to promote self-management and self-development.

Textbook

Daniels, A.C., & Daniels, J. E. (2006). *Performance management: Changing behavior that drives organizational effectiveness.* Atlanta, GA: Performance Management Publications, 4th edition. (Required). **NOTE: We are using the 4th edition of this book even though the 5th edition was just released.**

Exams

As noted below, the class content will be divided into three major parts. An in-class exam covering the lecture material and required non-textbook readings will follow each part. The format of these exams will be a combination of multiple choice and short answer/essay questions. Each exam will be worth 100 points. The dates for each exam are shown in the class schedule below. **NOTE: The third in-class exam will happen on the final exam date but will cover only the third part of the course material.**

In addition, online exams in Sakai will cover the textbook material. There will be three online chapter cluster exams (A, B, C) for each part of the course. You will take these exams at your own pace, but you must complete all cluster exams (A, B, C) in each part of the course by the end of the day on which the in-class exam for that part occurs. I strongly recommend that you complete these exams right after you complete the readings rather than waiting until a few days before the in-class exam when you are busy studying the lecture material. Each cluster exam will cover several chapters as indicated below:

Part 1A chapter cluster exam: Chapters 1-3
Part 1B chapter cluster exam: Chapters 4-5
Part 1C chapter cluster exam: Chapters 8-10
Above are due on or before 11:59p on 9/28/15

Part 2A chapter cluster exam: Chapters 12-14, 23
Part 2B chapter cluster exam: Chapters 15-16
Part 2C chapter cluster exam: Chapters 17-18
Above are due on or before 11:59p on 11/9/15

Part 3A chapter cluster exam: Chapters 11, 6-7
Part 3B chapter cluster exam: Chapters 19-20
Part 3C chapter cluster exam: Chapters 21-22
Above are due on or before 11:59p on 12/15/15

The format for each cluster exam will be 20-25 objective items (T-F and multiple choice) and can only be taken only once. You can refer to any class resources (textbook, notes) during each test. One point will be awarded for each item on each cluster exam. Points will be summed for all three exams (A, B, C) within a part to yield a total raw score for the cluster exams for that part. Raw scores for each summed set of cluster exams (A, B, C) will be converted to a 100 point scale. For example, if Parts 1A, 1B, and 1C each have 20 items, then max raw score on this part will be 60. If your summed score is 55, your final score on the Part 1 cluster exams will be 55/60 = 92 points (rounded up). The cluster exams for each part will appear on Sakai just prior the start of each part.

Class Exercises

You will be required to complete two class exercises during the semester. Several additional optional exercises are available, but are NOT required. You can complete a maximum of two optional exercises for extra credit, but they must be of different types. For each completed exercise, both required and optional, you will need to submit a written report that must be handed in by the dates shown below.

Required Exercise

1. *Personal Performance Management (PPM) Project*: You need to conduct a personal performance management project on yourself following the stages indicated below. These stages will correspond to the following steps in the Performance Management process:
    - Targeting/Pinpointing – identify and define one or more personal behaviors you would like to change (increase or decrease) related to an important desired accomplishment, result, or some other dimension of your personal well-being/success. To target these behaviors, you should follow the "Pyramid of Success" conception (also see Crowell, 1998a) and associated guidelines we will discuss in class, along with the information provided in chapters 12 and 14 of your text.
    - Tracking/Measuring – devise a measurement strategy for your targeted behavior(s). To develop this strategy, you should follow the guidelines we will discuss in class (also see Crowell & Anderson, 1982b) and that are described in chapter 13 of your text.
    - Data Collection and Baseline – Using your measurement strategy, collect "baseline" data for your targeted behavior(s) before you implement any specific strategy for

change. Baseline should be collected for ***at least 2-3 weeks*** before doing anything else and before you create a graph of your data. Baselines will be described in more detail in class (also see Crowell & Anderson, 1982a; 1982b), and there is information about baselines in chapter 16 of your text.

- Graphing Your Behavior – Develop a graphical chart format to depict your target behavior(s) over time. Your chart format should be updated with your baseline data and all further data you will collect following the baseline period. Information about charting formats will be discussed in class and also can be found in chapter 16 of the text. You should be aware that graphing your own data and looking at it regularly is a "feedback" intervention that can alter your behavior by itself. That's why you should wait until after you have a baseline collected before starting your graphic chart. After you start your graph, you should ***wait 2-3 more weeks*** before doing anything other than continuing to collect and plot your data.
- Reinforcing Yourself – As you will see in class, feedback alone may not produce all the change you need or want in your target behavior(s). To produce even more change, you can apply a reinforcement procedure to yourself. We will talk about reinforcement types in class, but a good discussion also can be found in chapters 17 and 18 of your text. You should continue reinforcement and charting for ***at least 2-3 more weeks.***
- Stop Reinforcing and Charting – One way to show that your charting and reinforcement interventions actually caused your behavior to change is to stop them suddenly, but continue to collect your behavioral data. This is called a "withdrawal" or "reversal" procedure, which we will discuss in class and that is also described in chapter 23 of your text. After ***at least 2 weeks*** of withdrawal, add these data to your chart to see what happened to your targeted behavior(s).

As you can see from the above steps, your PPM could last from 9-12 weeks, so you should not wait too long to get started. You should continue your PPM from start to finish once you start it. When it is finished, please prepare a final written report including a description of the project, your cumulative chart, and your assessment of what happened. That is: Was there a change? Did Feedback work? Did Reinforcement work? What happened during Withdrawal? The completed PPM project including the written report will be worth 150 points and should be submitted to me via email in *Word doc format* no later than the end of (11:59p) the last day of class this semester (**12/9/15**). This is an important project, so don't take it lightly. See grading guidelines for this project in APPENDIX A.

You will need to get started on the various stages of this project even before we discuss all of the details of the various steps in class. This means you will need to refer to the relevant readings provided above and also consult with me. I am happy to discuss your ideas/plans for any or all steps in your PPM process as you formulate them**. NOTE: A brief PPM proposal is due at or before the end of the day (11:59p) on 9/16/15. Your proposal should specify at least the following:**

1. What result or accomplishment you are seeking to achieve.
2. What behavior(s) you have targeted to change to achieve your desired result.

3. How you will measure your target behavior(s).
4. What feedback you will use.
5. What reinforcement you will use.

Optional Exercises (Max of two; each must be a different type)

2. *Performance Management in the News*: Find an example reported in the news of performance management in action. Your source must be a written report from a published newspaper or another online public source. Your example should reflect the appropriate use of performance management. You should submit an electronic copy of your source (or link to it) and a 2-page description of why the example reflects the appropriate use of performance management. You should cite sources from your readings to support your argument. This exercise should be submitted no later than 11:59p on **12/9/15** for consideration in your final grade, but can be handed in early. Worth 20 possible points. See the grading guidelines listed in APPENDIX B.

3. *A PIC/NIC Analysis*: Perform a PIC/NIC analyses of the behavior you have chosen for your PPM or some other behavior in which you engage. Your analysis should follow the guidelines and worksheets presented in chapter 6 of your text. Your analysis should reveal why one of your positive or negative behaviors is being maintained. Submit your analysis worksheet, along with a 1-2 page explanation/interpretation no later than 11:59p on **12/9/15** for consideration in your final grade. If you are analyzing your PPM behavior, this analysis is best done in the early stages of that project. Worth 20 possible points each. See grading guidelines in APPENDIX C.

4. *Learnings and Applications Reflection Paper*: Write a 2-3 page reflection paper on at least three important things you learned from this course and how you see yourself applying them in your personal or professional life. Please follow the guidelines described in APPENDIX D. For consideration in your final grade, paper is due no later than 11:59p on **12/9/15**. Worth 20 possible points.

Course Requirements	Total Possible Points
Three in-class exams @100 points each	300
Three summed cluster exams @100 points each	300
Performance Management Project	150
TOTAL	750

Extra credit opportunities (Max of 2; each must be a different type)

Performance Management in the News	20
PIC/NIC Analyses	20
Course Learnings/Applications Reflection Paper	20

NOTE: If you fail to complete any of the above exams or required exercises, you will be assigned 0 points for that event. I reserve the right to impose a penalty for late submissions or not accept them at all.

Final Grade Scale

A ≥ 718
A- = 717-694
B+ = 693-671
B = 670-640
B- = 639-616
C+ = 615-593
C = 592-562
C- = 561-538
D = 537-460
F < 460

Class Schedule and Readings

NOTE: Topics may change and readings may be added. Emboldened items are required readings; others are optional. Non-textbook required readings will be available as PDFs on the Sakai course site.

Part 1 **NOTE: In-class exam date is 9/28 and PPM proposal is due on 9/16.**

Topic	Date	Day	Readings (Bold=required)
Class organization; Student goals; Course Goals	8/26/15	Wed	
Overview of OBM/PM	8/31/15	Mon	① **Daniels & Daniels (Textbook), chs. 1-3** ② **Wilder, D. A., Austin, J., & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. *Psychological Services, 6(3)*, 202-211.** ③ Crowell, C. R. (1998a). *The Road to Organizational Success*. South Bend, IN: CRC Publications.
	9/2/15	Wed	
Historical Context	9/7/15	Mon	① Dickinson, A. M. (2000). The historical roots of OBM in the private sector. *Journal of Organizational Behavior Management, 20*, 9-58. ② **Parsons, H. M. (1974). What happened at Hawthorne? *Science, 183*, 922-932.**
	9/9/15	Wed	
Scientific Foundations	9/14/15	Mon	① **Daniels & Daniels, 4-5** ② Baer, D.M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of Applied Behavior Analysis. *Journal of Applied Behavior Analysis, 1*, 91-97. ③ **Crowell, C. R., & Anderson, D. C. (1982a). The scientific and methodological basis of a systematic approach to human behavior management. *Journal of Organizational Behavior Management, 4*, 1-10.** **DUE: PPM proposals are due by the end of this day (11:59p).**
	9/16/15	Wed	
Basic Learning Phenomena	9/21/15	Mon	① **Daniels & Daniels, 8-10** ② Poling, A., & Braatz, D. (2001). Principles of Learning: Respondent and Operant Conditioning and Human Behavior. In Johnson, C.M., Redmon, W.K., & Mawhinney, T.C. (Ed.s), *Handbook of Organizational Performance: Behavior Analysis and Management*. New York: Haworth, Ch. 2.
	9/23/15	Wed	
Exam 1	9/28/15	Mon	DUE on or before 11:59p: Chapter Cluster Exams for Part 1 A (1-3),B (4-5) and C (8-10)

Part 2 **NOTE: In-class exam date is 11/9.**

Topic	Date	Day	Readings (Bold=required)
Research Foundations	9/30/15	Wed	① **Daniels & Daniels, 12-14, 23** ② **Crowell, C. R., & Anderson, D. C. (1982a). The scientific and methodological basis of a systematic approach to human behavior management. Journal of Organizational Behavior Management, 4, 11-32.** ③ Komaki, J.L., & Goltz, S.M. (2001). Within-group research designs: Going beyond program evaluation questions. In Johnson, C.M., Redmon, W.K., & Mawhinney, T.C. (Ed.s), Handbook of Organizational Performance: Behavior Analysis and Management. New York: Haworth, Ch. 4
	10/5/15	Mon	
Application Examples	10/7/15	Wed	① **Daniels & Daniels, 15-16** ② Anderson, D. C., Crowell, C. R., Sponsel, S. S., Clark, M. & Brence, J. (1982). Behavior management in the public accommodations industry: A three-project demonstration. *Journal of Organizational Behavior Management, 4* , 33-66. ③ Anderson, D. C., Crowell, C. R., Sucec, J. & Gilligan, K. D. (1982). Behavior management in a real estate brokerage: Getting agents to sell more. *Journal of Organizational Behavior Management, 4,* 67-95. ④ **Crowell, C. R., Anderson, D. C., Abel, D., & Sergio, J. (1988). Task clarification, performance feedback, and social praise: Procedures for improving the customer service of bank tellers. Journal of Applied Behavior Analysis, 21, 65-71.**
	10/12/15	Mon	
Application Principles	10/14/15	Wed	① **Daniels & Daniels, 17-18** ② Crowell, C. R. (2004). *Guided Self Development (GSD): A New Leadership Paradigm for Achieving and Sustaining Peak Performance* . South Bend, IN: CRC Publications. Chs. 1-2. ③ **Crowell, C. R., & Anderson, D. C. (1982b). Systematic behavior management: General program considerations. *Journal of Organizational Behavior Management, 4* , 129-163.**
	10/26/15	Mon	
	10/28/15	Wed	
Additional Considerations/Illustrations	11/2/15	Mon	① Anderson, D. C., Crowell, C. R., Doman, M. & Howard, G. (1988). A systematic analysis of feedback, goal-setting, and work-contingent praise as applied to a university hockey team. *Journal of Applied Psychology, 73,* 87-95. ② Anderson, D. C., Crowell, C. R., Hantula, D., & Siroky, L. (1988). Using task clarification and individual performance posting to increase cleaning in a student-run university bar. *Journal of Organizational Behavior Management, 2* , 73-90. ③ Wikoff, M. B., Crowell, C. R. & Anderson, D. C. (1982). Behavior management in manufacturing: Increasing work efficiency. *Journal of Organizational Behavior Management, 4* , 97-128.
	11/4/15	Wed	
Exam 2	11/9/15	Mon	DUE on or before 11:59p: Chapter Cluster Exams for Part 2 A (12-14, 23), B (15-16) and C (17-18)

Part 3 **NOTE: In-class exam date is 12/15; required/optional assignments due date is 12/9.**

Topic	Date	Day	Readings (Bold=required)
Selection & Training	11/11/15	Wed	① **Daniels & Daniels, 11** ② Crowell, C. R. (1998b). *Paradigms for Organizational Effectiveness: Achieving Lasting Chang* e. South Bend, IN: CRC Publications. ③ **Kirkpatrick, D. (1996). Great Ideas Revisited. Techniques for Evaluating Training Programs. Revisiting Kirkpatrick's Four-Level Model. *Training and Development, 50*, 54-59.** ④ Perlow, R. (2001). Training and Development in Organizations: A Review of the Organizational Behavior Management Literature. In Johnson, C.M., Redmon, W.K., & Mawhinney, T.C. (Ed.s), *Handbook of Organizational Performance: Behavior Analysis and Management*: New York, Haworth, Ch. 6.
Performance Diagnosis	11/16/15	Mon	① **Daniels & Daniels, 6-7** ② Austin, J. (2000). Performance analysis and performance diagnostics. In J. Austin & J. E. Carr (Eds.), *Handbook of applied behavior analysis*. Reno, NV: Context Press, Ch. 14. ③ Mager, R. F. & Pipe, P. (1984). *Analyzing performance problems* (3rd ed). Atlanta, Center for Effective Performance. ④ **Crowell, C. R. (2003). *Performance Care: A Diagnostically Driven Approach to Employee Development*. South Bend, IN: CRC Publications.**
	11/18/15	Wed	
Change Management	11/23/15	Mon	① **Kotter, J. P. (1995). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review,* March-April, 59-68.**
Consulting Tactics	11/30/15	Mon	① **Daniels & Daniels, 19-20.** ② Williams, W.L. (2000). Behavioral Consultation. In J. Austin & J. E. Carr (Eds.), *Handbook of applied behavior analysis.* Reno, NV: Context Press, Ch. 16.
Marketing PM/OBM	12/2/15	Wed	① **Brown, P. L. (2001). Communicating the Benefits of the Behavioral Approach to the Business Community. *Journal of Organizational Behavior Management, 20(3)*, 59-72.**
Guided Self Development	12/7/15	Mon	① **Daniels & Daniels, 21-22.** ② Guided Self Development, chs. 3-9 ③ Godat, L. M., & Brigham, T. A. (1999). The effect of a self-management training program on employees of a mid-sized organization. *Journal of Organizational Behavior Management, 19(1)*, 65-83. **NOTE: 12/9/15 is latest date to submit PPM report and optional exercises.**
	12/9/15	Wed	
Final Exam	12/15/15	4:15p	**DUE on or before 11:59p: Chapter Cluster Exams for Part 3 A (11, 6-7), B (19-20) and C (21-22)**

Learning Resources

Several learning resources will be made available in this course. These resources and the policies applicable to them are described below. All resources will be available on the Sakai site for this course under the resources link.

Lecture slides

I will place a copy of the lecture slides for each lecture topic shown in the left most column of the above tables in the appropriate course resource folder on Sakai. I will try to post those slides by no later than noon on the day that topic is scheduled to begin. You should note that I work on my lecture slides on each class day right up to lecture time, so there is a chance that the slides I post prior to the start of a topic will be slightly different from those used in the lecture(s) for that

topic. Students need to be aware of this possibility and pay attention to the slides. I will not necessarily call attention during class to any last minute slide changes. I am happy to provide revised copies upon request.

Lecture videos

As an aid to student learning and because of the limitations of the lecture method, I will record each of my lectures and convert them to flash videos after each class. Flash is a common, compressed video format that should be accessible on both Mac and PC computer platforms. These lecture videos will capture my slides, cursor movements or markups on the slides, and my voice. Each class video will be uploaded to the appropriate course resource folder on Sakai sometime after class on that day.

Video recordings are intended to be a study aid for the lecture material, not a substitute for coming to class. Accordingly, I reserve the right to limit access to any lecture video to those who were in class for that lecture or those who have an excused absence from class on that day. I will excuse absences for any university-approved reason, but I need to be informed in advance. I will ask students to indicate their attendance each day by signing an in-class attendance form. Please sign in as soon as you arrive. If you come late, it is your responsibility to sign in before you leave class that day.

Exam study guides

I will provide study guides for both chapter cluster exams and in-class lecture/reading exams for each part of the course. These guides will be placed in the appropriate course resource folder on the Sakai course site just prior to the start of each part of the course. Each guide will list the important learning points and concepts covered in the material associated with that part. Ideally, students will utilize these guides as they read chapters in the text or as they prepare for and review lecture material.

Honor Code

Your work in this class should follow the Code of Honor as described in The Academic Code of Honor Handbook. Students will not give or receive aid on exams. This includes, but is not limited to, viewing the exams of others, sharing answers with others, and making unauthorized use of books or notes while taking exams. For individual or group projects, students or teams must work completely independently. Relying on solutions from other individuals or groups, whether or not they are currently in the course, constitutes plagiarism.

Contacting Me Outside of Class

I am available via email (ccrowell@nd.edu or ccrowell@gmail.com), phone (574 276-8581) or in person (after class or in my office/lab). If you wish to meet with me in person, contact me in class or via email for an appointment. If you have a question outside of class, email me. I will do my best to answer all email correspondence in a timely way.

Other Expectations

In addition to abiding by the honor code, I expect students to:

1. Attend all classes and participate fully in all required class exercises.
2. Do the assigned readings and communicate with me about any questions or concerns.
3. Refrain from using devices during class other than those directly relevant to the learning process.
4. Be considerate and respectful in all class-related matters.

APPENDIX A

Guidelines for the completed Personal Performance Management (PPM) project

Project Content (100 points)

- Targeting/Pinpointing – Were the identified Targets/Pinpoints behaviors related to a relevant accomplishment or personal dimension of success? Targets/Pinpoints should conform to the guidelines discussed in class and in the readings.
- Tracking/Measuring – Was an appropriate measurement strategy devised for the targeted/pinpointed behavior? Tracking and measurement strategies should conform to the guidelines discussed in class and in the readings.
- Baseline/Charting – Was an appropriate baseline collected (2-3 weeks) before charting was started? Was the chart format clear and effective for depicting the target behavior graphically? Was charting continued for an additional 2-3 weeks before any reinforcement was applied? Baseline and Charting strategies should conform to the guidelines discussed in class and in the readings.
- Reinforcement – Was an appropriate reinforcement procedure selected to alter the target behavior beyond any feedback effects from the charting procedure itself? Was this intervention continued for at least 2-3 more weeks? Reinforcement strategies should conform to the guidelines discussed in class and in the readings.
- Withdrawal/Reversal – Was a withdrawal/reversal strategy used to show that any change in the targeted behavior from baseline during the charting and reinforcement periods was caused by those interventions rather than some other factor? Was the continued for at least 2 weeks while data was still being collected by not graphed? Were the withdrawal points then added to cumulative chart? Withdrawal strategies should conform to the guidelines discussed in class and in the readings.

Written project description (50 points)

- Was the written description of each project component clear?
- Did the document follow APA style?
- Was the organization of the document appropriate?
- Was it an appropriate length?
- Was the interpretation of the results clear and reasonable?

APPENDIX B

Guidelines for *Performance Management in the News* stories

News story example (20 points possible)

- Was the story from a public news source? *2 possible.*
- Did the example depict appropriate use of performance management? *8 possible.*
- Was the written explanation of the example clear? *4 possible.*
- Was the written explanation of the example correct? *4 possible.*
- Was the news source included with the example? *2 possible.*

APPENDIX C

Guidelines for *PIC/NIC Analysis*

Using the PIC/NIC Analysis Effectively (20 points)

1) Is the B appropriate and relevant to example selected?
2) Does the example show either a "positive" B or a "negative" B?
3) Are the As properly specified and reasonably complete for the B?
4) Are the Cs properly specified and complete for the B?
5) Is P/N column correctly specified?
6) Is I/F column correctly specified?
7) Is C/U column correctly specified?
8) Does the analysis show why the behavior is being maintained?
9) Is the written description clear?
10) Is the written description 1-2 pages?

Example of PIC/NIC for smoking given in text: See chapter 6.

Figure 6.6 PIC/NIC Analysis® with C/U

(A) ANTECEDENTS	(B) BEHAVIOR	(C) CONSEQUENCES	P/N	I/F	C/U
• Offered a cigarette	Smoking	• Cancer	N	F	U
• Finished a meal		• Death	N	F	U
• Having a drink		• Emphysema	N	F	U
• Seeing a cigarette ad		• Heart disease	N	F	U
• Taking a break		• Yellow teeth	N	F	U
• Seeing someone smoke		• Relaxing	P	I	C
• Time since last smoke		• Tastes good	P	I	C
• Habit		• Stand in the cold	N	I	U
• Nicotine fit		• Breaks from work	P	I	U
		• Satisfying	P	I	C

APPENDIX D

Guidelines for Reflections Paper on Personal Course Learning Points and Applications

Criteria (20 points possible)

- Are at least three important learning points identified? *6 possible*.
- Are all learning points clearly specified? *2 possible*.
- Are all learning points consistent with course material? *4 possible*.
- Are application examples provided for each learning point? *6 possible*.
- Are all application examples clear and reasonable? *2 possible*.