



Department of Applied Psychology
Graduate School of Applied and Professional Psychology (GSAPP)

Rutgers University
New Brunswick, New Jersey

FALL 2022

18:820:522:01 Personnel Supervision and Management in Applied Behavior Analysis

Credits: 3

Level: Graduate

THURSDAYS 6:15 PM – 8:45 PM

Smither's Hall, Rm. SMH 219

Instructor: Yulema Cruz, PhD, BCBA-D

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Office Hours: By appointment

The instructor will make every reasonable effort to meet virtually or in-person with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Department of Applied Psychology Statement: The Department embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP/MABA degrees will prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs. In addition to completing the required coursework (36 credits), completion of the MAP/MABA degrees will be marked by a culminating academic experience - Capstone project (either a research project/presentation [3 credits] and experiential learning activity [6-credit practicum training]). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development. Students in the MABA program will enhance their research proficiency through completion of a thesis project.

Masking Requirement

Effective Monday, April 4, the use of face coverings in offices, conference rooms, research labs, housing, and public spaces in buildings will be optional. However, face coverings will still be required in all teaching spaces (classrooms, lecture halls, seminar rooms, etc.), teaching labs, computer labs, buses, libraries, and clinical facilities. Additionally, face coverings will continue to be required in student-staff and student-faculty meeting spaces. The decision to use face coverings in spaces where they are not required is entirely a matter of individual choice and should always be respected. As a practical matter, and in the event that the need arises, you should always carry a face covering.

Course Description

This course will offer an introduction to the application of behavior analytic concepts and principles to problems of supervision and personnel management across a variety of settings including schools, homes, and clinics, as well as private businesses, human service agencies, industries, among others. At the end of this course, students should be familiar with the literature and behavior analytic approaches to supervision, the risks of ineffective supervision, how to use functional assessment methods to assess personnel skills, competency-based personnel training,

monitoring treatment integrity, making data and function-based informed decisions on personnel performance, strategies to improve performance, and the effects of supervision. The use of a functional assessment approach and function-based strategies, along with performance monitoring and feedback, will be reviewed. This course also includes a review of several behavior-change procedures. This course is based on the BACB's Task List (Fifth Edition).

Course Overview

This course will be taught at the graduate level and will be imparted in-person. Each class will consist of a few lectures and discussions of relevant materials. Classes may also include practice exercises and activities. Students are expected attend every class, complete all assigned readings and assignments, as well as come to class prepared to engage in active participation. We will also use class time to discuss progress on projects.

Attendance and Participation

Attendance and class participation are major components of this class. **In-person, on-campus, live attendance is required to pass this course.** Therefore, you are expected to attend all classes and arrive on time. *No unexcused absences are permitted. Missing a class will result in a cumulative 5%-point deduction for each day of absence, from your final grade/points.* If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked on your record. The only excused absences are the following: (a) personal medical emergency or serious illness/injury, (b) death or serious illness in the family, (c) military duties, and (d) jury duty. They will always require some form of documentation. Examples include a doctor's note (on letterhead and signed by the doctor), obituary or funeral program (includes family member's name), court order/notice, etc. You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence. **There are no make-up opportunities for missed assignments or quizzes.** Please understand the significance of this policy and plan accordingly.

Students who have been formally diagnosed with a **serious medical condition** may submit documentation to y.cruz@rutgers.edu for remote access consideration. A determination based on the student(s)' safety will be made on a case-by-case basis. There is no guarantee that a remote access request may be granted. Note that remote access may also be revoked at the instructor's discretion.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Important Dates

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

Objectives for the Course

At the end of the course, students will be able to:

1. state the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision.
2. establish clear performance expectations for the supervisor and supervisee.
3. select supervision goals based on an assessment of the supervisee's skills.
 - a. RBT assessments and supervision.
4. train personnel to competently perform assessment and intervention procedures.
5. use performance monitoring, feedback, and reinforcement systems.
6. use a functional assessment approach to identify variables affecting personnel performance.
7. use function-based strategies to improve personnel performance.
8. evaluate the effects of supervision.
9. facilitate group supervision following current requirements.
10. participate in multidisciplinary meetings.
 - a. clinical meetings related to the provision of ABA services.
11. maintain accurate documentation and record of supervisory activities.

Assignments and Evaluation Method

- **Weekly Quiz (10 pts. each):** There will be 11 weekly quizzes at the beginning of each class. Quizzes will be completed on Canvas. Students will be required to log into Canvas at the beginning of each class. Quizzes will be a combination of multiple choice, true/false, and short answer questions. **Each quiz will cover material from the current week's assigned readings and class discussions.**
- **Research Articles and Discussion (5 pts. each):** Students will find a published article each week. The articles may be **primary research, literature reviews, or discussion articles**. All articles must be behavior analytic in nature but can come from a variety of sources (JABA, JOBM, BAP, Psychological Services, etc.). Students will post their articles to the weekly "Research Articles" board for each module on Canvas. **Avoid posting duplicate articles & be prepared to discuss your article in the discussion board.** **Articles that are already included on Canvas will not be counted for points.** Students will select at least one peer's article, read it, discuss its content, and ask three pertinent questions related to the peer's article.
- **Class Participation (5 pts. per class):** Students will earn 5 points per class period for participating in discussions and activities. Class discussions/activities will be driven by the readings, applications assignments, and project updates. Students will also bring examples to class of how to apply the week's topic/content to a real-life performance management or systems analysis situation.
- **PM Proposal and Presentation (Proposal = 65 pts; presentation = 20 pts):** Students will **visit a new business or clinical site**. The purpose of these visits is for students to become familiar with the settings and gain a better understanding of performance issues and how they are dealt with. During these visits, students will complete a PM functional assessment. The assessment must include: (a) initial contact, (b) pinpointed performance problems – operationally defined, (c) indirect assessments, (d) direct observation and measurement, and

(e) functional assessment results. **Students must have instructor approval prior to visiting the sites.** If a behavioral systems analysis (BSA) project seems more appropriate for a given problem, students should discuss this with the instructor.

Based on the results of the assessment, students will (e) review the existing literature and (f) submit a written proposal no more than 5 pages long, including 5 peer reviewed references, in APA format 7th edition, describing possible strategies to solve the problem(s) identified at the business. The proposal will be evaluated based on completeness with which students have incorporated class readings, discussions, and pertinent research articles as well as their writing (grammar, spelling, sentence structure, clarity). At the end of the semester, students will present the PM proposal to their classmates (for about 15 mins.), for evaluation. The proposal and presentation will be submitted to Canvas for grading.

Portfolio (25 pts.): Creating an electronic portfolio is an important part of the course. The ePortfolio assignment is meant for you to store activities completed throughout the semester, and modify them as you develop further supervisory knowledge and skills. It represents your professional preparation, and is used to chronicle your growth and achievements throughout this course. Your final ePortfolio should include the work products from the activities completed on the following weeks:

- Weeks 1-2
 - First Meeting Checklists (i.e., RBT and Trainee)
 - Competency Checklist for Positive Reinforcement
- Weeks 4-6
 - Initial Interview Form
 - List of Supervisor Job Tasks
 - Reinforcer Survey
 - Reinforcement Log
- Weeks 8-9
 - Feedback Forms X 2
 - Social Validity Questionnaire
- Week 11
 - Relationship Maps X 2
- Week 14
 - Documentation System or
 - RBT Supervision Meeting Form

In addition, you may want to include your graded/corrected PM project and presentation.

Final Grade

The final grade will be determined and computed based on the following:

Assignment	Possible Points
Weekly Quizzes (10 pts. X 11 weeks)	110
Research Articles (5 pts. X 11 weeks)	55
Class Activities (5 pts. X 12 weeks)	60
Attendance	10
PM Proposal	65
Presentation	20
Portfolio	25
Total	345
PM Proposal	Possible Points
Initial contact	5
Pinpointing problem and developing measures	10
Indirect assessments	10
Direct observation and measurement	10
Functional assessment results	10
Potential strategies to solve performance problems	10
Grammar, spelling, fluidity, clarity	10
Total	65
Presentation	Possible Points
Description of the setting	5
Description of observation results	5
Description of proposal	5
Structure of proposal/delivery	5
Total	20
Portfolio	Possible Points
Title page & Table of Contents	5
Permanent Products (all)	15
Organization	5
Total	25

*****Please note that ALL deadlines, page limits, and requirements are NOT suggestions. Failure to adhere to these will result in point loss.**

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Portfolio

Criteria/Points	Sophisticated (5/15 pts.)	Proficient (3/10 pts.)	Basic (2/5 pts.)	Unacceptable (0 pts.)
Title Page & Table of Contents (5 pts.)	All pertinent information was included	Title page & table of contents was included but information was missing or incorrect.	Title page, no table of contents included, missing or incorrect information.	No title page of table of contents included.
Permanent Products (15 pts.)	All permanent products were included	Most permanent products were included except for one or two.	5-10 permanent products were included.	5 or fewer permanent products were included.
Organization (5 pts.)	Organization matches table of contents	Organization matched table of contents with some minor errors.	ePortfolio was organized in a sequential order with several errors.	ePortfolio was disorganized.

Presentation

Criteria/Points	Sophisticated (5 Pts.)	Proficient (3 Pts.)	Basic (2 Pts.)	Unacceptable (0 Pts.)
Description of the setting	Fully described the setting in detail	Described the setting	Provided little or no description of the setting	Did not describe the setting
Description of observation results	Fully and correctly described the observation results using information from at least one reputable source	Described the observation results and provided correct information	Described the observation results but provided little or incorrect information	Did not describe the observation results
Description of proposal	Fully and correctly described the proposal and cited information from a reputable source	Described the proposal and provided correct information	Described the proposal but provided little or incorrect information	Did not describe the proposal
Structure of proposal/delivery	The delivery of information was structured with no missing information or errors and cited information from a reputable source	The delivery of information was structured with no missing information and some minor errors	There was some structure to the delivery of information, but some information was missing or incorrect	There was no structure to the delivery of information

PM Proposal

Criteria/Points	Sophisticated (5/10 Pts.)	Proficient (3/6 Pts.)	Basic (2/4 Pts.)	Unacceptable (0 Pts.)
Initial Contact	Fully described the initial contact in detail	Described the initial contact	Made an initial contact but provided little or no description	Did not make an initial contact
Pinpointing problem and developing measures	Pinpointed and defined more than one problem, developed measures for each and cited information from a reputable source	Pinpointed a problem, provided a definition, and developed measures.	Pinpointed a problem but provided little or no definition and did not develop measures	Did not pinpoint problems or developed measures
Indirect assessments	Fully completed an indirect assessment and cited information from a reputable source	Completed an indirect assessment	Partially completed an indirect assessment	Did not complete an indirect assessment
Direct observation and measurement	Completed more than one observation and accurately measured the behaviors citing information from a reputable source	Completed an observation and measured the behaviors	Completed an observation but did not measure the behaviors	Did not complete an observation or measured the behavior
Functional assessment results	Reported accurate and complete FA results and cited information from a reputable source	Reported accurate FA results	Reported FA results but they were incomplete or incorrect	Did not report FA results
Potential strategies to solve performance problems	Shared accurate and complete potential strategies and cited information from a reputable source	Shared potential strategies that were correct for the most part	Shared potential strategies but they were incomplete or incorrect	Did not share potential strategies
Grammar, spelling, fluidity, clarity	Demonstrated an academic writing style through well-organized prose that contained no significant grammatical or mechanical errors, fully compliant with current APA style, citation, and referencing guidelines	Demonstrated an academic writing style through well-organized prose, compliance with current APA style, citation, and referencing guidelines	Demonstrated minimally acceptable writing style, some disorganization, grammatical or mechanical errors, compliance with current APA style, citation, and referencing guidelines	Did not demonstrate academic writing or compliance with current APA style, citation, and referencing guidelines

Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C**	Average	70-79 (2.0) Grades of C or lower do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

Program requirement: All MAP/MABA and Graduate Certificate in ABA students must achieve a grade of “B” or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Required Texts

- LeBlanc, L. A., Sellers, T. P., Ala’I, S. (2020). [*Building and sustaining meaningful and effective relationships as a supervisor and mentor.*](#) Sloan Publishing.
- Daniels, A. C., & Bailey, J. S. (2014). [*Performance management: Changing behavior that drives organizational effectiveness \(5th Ed.\)*](#). Aubrey Daniels International, Inc.
- Selected chapters and articles that will be posted on the course website (listed in the course schedule below).

Recommended Texts

- Carnegie, D. (1936). [*How to win friends and influence people.*](#) Pocket Books, a division of Simon & Schuster Inc.
- Kazemi, E., Rice, B., Adzhyan, P. (2018). [*Fieldwork and supervision for behavior analysts: A handbook.*](#) Springer Publishing Company.
- Jurgens, H., Cordova, K. L., & Cruz, Y. (2022). [*The ABA supervision handbook: A guide to quality fieldwork experience \(2nd Ed.\)*](#). KHY ABA Consulting Group, Inc.

Core Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed., Text)*. Washington, DC: Author.

Class Schedule *(tentative, subject to change)*

Weeks Meeting Dates	Topics	Assignments/Readings	Assignments Due
Week 1 9.08.2022	Course Overview Introduction to ABA supervision	BCBA Handbook LeBlanc et al. Ch. 1-2	Class Activity
Week 2 9.15.2022	Performance Expectations	LeBlanc et al. Ch. 4-5	Quiz # 1 Class Activity Article Discussion
Week 3 9.22.2022	Pinpointing and Measurement	Daniels & Bailey Ch. 5-7	Quiz # 2 Class Activity Article Discussion
Week 4 9.29.2022	Supervisee Assessment Functional Assessment	RBT Handbook Jurgens et al. FSA Daniels & Bailey Ch. 9-10	Quiz # 3 Class Activity Article Discussion
Week 5 10.06.2022	Function-Based and Antecedent Strategies Training Personnel	Daniels & Bailey Ch. 11 Le Blanc et al. Ch. 6	Quiz # 4 Class Activity Article Discussion
Week 6 10.13.2022	Reinforcement Systems	Daniels & Bailey Ch. 12, 14-17, 21	Quiz # 5 Class Activity Article Discussion
Week 7 10.20.2022	Monitoring, Feedback, and Performance Maintenance	Daniels & Bailey Ch. 13 Le Blanc Ch. 7 & 11	Quiz # 6 Class Activity Article Discussion
Week 8 10.27.2022	Evaluating the Effects of Supervision Facilitating Group Supervision	LeBlanc et al. Ch. 10 Kazemi et al. Ch. 8	Quiz # 7 Class Activity Article Discussion
Week 9 11.03.2022	Consultation and Rapport Building	Bailey & Burch Ch. 8, 9, 18 Le Blanc et al. Ch. 9	Quiz # 8 Class Activity Article Discussion
Week 10 11.10.2022	Behavioral Systems Analysis	Rummler & Brache Ch. 1-2	Quiz # 9 Class Activity Article Discussion
Week 11 11.17.2022	Behavior Based Safety	Agnew & Daniels Ch. 3,4, 7, 9, & 15 Daniels & Bailey Ch. 23	Quiz # 10 Class Activity Article Discussion
Week 12 11.24.2022	No Class – Thanksgiving Holiday!		
Week 13 12.01.2022	Documentation and Record Keeping	Le Blanc et al. Ch. 8	Quiz # 11 Class Activity Article Discussion

Week 14 12.08.2022	Final Presentations	PM Proposal	PM Proposal
Week 15 12.15.2022	Final Presentations	PM Presentation	PM Presentation Portfolio

*FSA = Foundational Skills Assessment

SAPP and Applied Department Policies

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/>

APA Citation Style. All papers **MUST** be written using the APA style (7th ed.).

Student Resources

For more information visit: <https://gsapp.rutgers.edu/current-students/important-links>

Accommodations due to Disability

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

Title IX: <https://uec.rutgers.edu/programs/title-ix/>

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Intellectual Property

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions is to be recorded, and such recordings *cannot be circulated outside the course*.