



Department of Applied Psychology
 Graduate School of Applied and Professional Psychology (GSAPP)
 Rutgers, The State University of New Jersey
 New Brunswick, New Jersey
 Fall 2021

18:820:522: Personnel Supervision and Management in Applied Behavior Analysis
 Thursday 6:15 pm – 8:45 pm
 RCAAS Community Center – 104 A/B

Instructor: James C. Maraventano, Ed.D., 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 program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. This course of study provides 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 (see examples of concentration areas listed below). 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.

Masking Requirement

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). **Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.**

Masks should conform to CDC guidelines and should completely cover the nose and mouth:
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-facecoverings.html>

Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the [My Campus Pass symptom checker](#) self-screening app.

Course Description

This course will offer an introduction to the application of behavior analytic concepts and principles to problems of human behavior in complex organizations such as businesses, human service agencies, industries, and governments. Students will learn the basics of performance management, behavioral systems analysis, and supervision. Students will practice applying the concepts discussed in class through a semester-long project.

Course Overview

This course will be taught at the graduate level and will be conducted in-person. Each class will consist of a brief lecture and then class discussion of the assigned materials.

Classes may also include practice exercises and activities. Students are expected to complete all assigned readings and come to class prepared to engage in discussion. We will also use class time to discuss progress on projects.

Objectives for the course:

The student will be able to:

- Understand how the application of behavior analytic concepts and principles impacts problems of human behavior in complex organizations such as businesses, human service agencies, industries, and governments.
- Learn the basics of performance management, behavioral systems analysis, and supervision.

Assignments and Evaluation Method:

- Weekly Quiz: (10 pts each). There will be a weekly quiz at the beginning of each class. Quizzes will be completed on Canvas which students will be required to log into at the beginning of class. Quizzes will be a combination of multiple choice and short answer questions and will be based on the assigned reading for that class period. Students will be able to drop the lowest quiz score at the end of the semester.
- Research Articles and Discussion: (3 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, TBA, Psychological Services, etc.). Students will post their articles to the weekly "Research Articles" board for each module on Canvas. *Avoid posting duplicate articles*. Articles that are already included in the syllabus will not be counted for points. We will take 10-15 minutes at the end of each class period for a selection of students to briefly discuss their articles with the class.
- Class Participation: (5 pts per class). Students will earn 5 points per class period for participating in discussions. Class discussions will be driven by the readings, the 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.
- Overall Participation: (5 pts total). Students will earn a total of 5 points for attendance for the entire semester. To earn the 5 points, **students can miss no more than one class period during the semester**. Students will also be expected to arrive at class on time consistently in order to receive fully credit for attendance.
- OBM Project and Presentation: (Portfolio: 65 pts; Presentation: 20 pts). Students will form small groups (of 2-3) and will complete a project throughout the semester. Students are encouraged to do a performance management (PM) project related to a problem within their practicum site. If a behavioral systems analysis (BSA) project seems more appropriate for a given problem, students should discuss this with the instructor. The project will consist of 6 distinct phases/components, which students will complete throughout the semester to facilitate completion of the final project. Students will develop hypothetical data and results to complete the following components of the project:
 - initial contact, (5 pts)
 - pinpointing the performance problem and developing measures, (5 pts)
 - direct observation and measurement, (5 pts)
 - functional assessment, (5 pts)
 - consulting the literature to develop an intervention, and (5 pts)
 - implementing an intervention. (5 pts)
 - More information regarding each phase will be provided throughout the semester. At the end of the semester, students will submit a final portfolio for their project that outlines each of the phases.
 - At the conclusion of the project, students will give a 15-minute presentation of their project at the end of the semester. Students will be required to submit a "Self-Reflection" of the project as a whole related to:
 - What you learned from the process
 - What you would do similar next time
 - What you would do different
 - And describe how you contributed to the group project and whether or not you think

all group members contributed equally.

- Final Portfolios must be formatted following APA 7th Edition (i.e., 12-point font, Times New Roman, double-spaced, title page, running head, citations, etc.).
- **Extra Credit:** (3 points, limit of 2 throughout the semester). Students can turn in examples of OBM in popular media outside of behavior analysis with a brief (1-2 paragraphs) description of the specific OBM strategies applied.

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

Assignment	Total Points
Weekly quiz (10 pts x 12 weeks)	120
Research articles (3pts x 12 weeks)	36
Extra Credit (3pts, up to 4 times)	(extra points)
Class participation (5pts x 15)	75
Overall participation	5

FINAL PROJECT	
Initial contact	5
Pinpointing problem and developing measures	5
Functional assessment	5
Direct observation and measurement	5
Develop intervention	5
Implementing intervention	5
Portfolio	65
Presentation	20
Total Possible Points:	351

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

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) <small>Grades of C do not count toward graduation</small>
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 Text:

1. Carnegie, D. (1936). *How to win friends and influence people*. New York, NY: Pocket Books, a division of Simon & Schuster Inc.
2. Daniels, A. C., & Bailey, J. S. (2014). *Performance management: Changing behavior that drives organizational effectiveness*. Atlanta, GA: Aubrey Daniels International, Inc.
3. Selected chapters and articles that will be posted on the course website (listed in the course schedule below).

Core Texts:

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

Important Dates:

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

Academic Integrity

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

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

Student Resources

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

Accommodations due to Disability

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Title IX: <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

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: <https://gsapp.rutgers.edu/centers-clinical-services/CPS/about-us>. 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.

FAQ

Will this be on the test?

This course is designed to teach you the basic principles of BA/ABA. This means that all material covered throughout this semester is important to being a behavior analyst. The tests are necessary to measure your understanding of the material; however, I do not “teach to the test.” The bottom line is that all content in this course is important.

What should I do if I'm having difficulty with the material?

You can/should ask questions in class because chances are other students may also have similar questions. Additionally, although I do not have specific office hours, I'm more than happy to schedule an appointment to ensure that I'm available.

Class Schedule (Dates are tentative and will be adjusted according to the semester calendar)

Week/Dates	Topic	Readings and Assignments Due (Readings in suggested reading order)
Week 1 9/2/21	Course Overview Introduction to OBM	Daniels & Bailey Ch. 1-4 Daniels Ch. 1-2 Wilder, Austin, & Casella (2009)
Week 2 9/9/21	Behavioral Systems Analysis	Quiz #1 Rummler & Brache Ch 1-2 Diener, McGee, & Miguel (2009) Lafleur, Smalley, & Austin (2005) Research Article – Week 2
Week 3 9/16/21	Behavior Based Safety	Quiz #2 Safe by Accident Ch. 3,4, 7, 9, & 15 Geller (2005) Olson & Austin (2001) Research Article – Week 3
Week 4 9/23/21	Pinpointing and Measurement	Quiz #3 Daniels & Bailey Ch. 5-7 Kaplan & Norton (1992) <i>Optional: Daniels 10 & 11</i> OBM Project: Initial Contact Research Article – Week 4
Week 5 9/30/21	Functional Assessment	Quiz #4 Daniels & Bailey Ch. 9-10 Austin, Carr, & Agnew (1999) Pampino et al. 2003 Carr et al 2013 (PDC-HS) <i>Optional: Daniels 4-5</i> Research Article – Week 5
Week 6 10/7/21	Intervention → Antecedents	Quiz #5 Daniels & Bailey Ch. 11 Daniels Ch. 14 Tammemagi, O’Hora, & Maglieri (2013) Green, Reid, Passante, & Canipe (2008) OBM Project: Pinpoint and Develop Measures Research Article – Week 6
Week 7 10/14/21	Intervention → Reinforcement	Quiz #6 Daniels & Bailey Ch. 12, 14-17, 21 Wine, Reis, & Hantula (2014) Wine, Edgerton, Inzana, & Newcomb (2017) <i>Optional: Daniels Ch. 6, 7, 9</i> Research Article – Week 7
Week 8 10/21/21	Intervention → Reinforcement In-Class Work (work on projects) Mid-semester Course Eval	No Quiz! No Readings! OBM Project: Direct Observation and Measurement Research Article – Week 8

Week 9 10/28/21	Intervention → Feedback	Quiz #7 Daniels & Bailey Ch. 13 Alvero, Bucklin, & Austin (2001) Henley & Di Gennaro Reed (2015) Research Article – Week 9
Week 10 11/4/21	Interventions → Feedback Interventions → Decreasing Unwanted Behavior Maintenance	Quiz #8 Daniels & Bailey 19-20 Conard, Johnson, Morrison, & Ditzian (2016) OBM Project: Conduct Assessment Research Article – Week 10
Week 11 11/11/21	Consultation and Building Rapport	Quiz #9 Carnegie (whole book) <i>no need to memorize any of the content - focus on general take-home points for the quiz</i> <i>Optional: Bailey & Birch Ch. 8, 9, 18</i> OBM Project: Develop Intervention Research Article – Week 11
Week 12 11/18/21	OBM in the Human Service Setting (training)	Quiz #10 LeBlanc, Gravina, & Carr (2009) Miles & Wilder (2009) Vladescu, Carroll, Paden, & Kodak (2012) Pollard, Higbee, Akers, & Brodhead (2014) OBM Project: Implement Intervention Research Article – Week 12
11/25/21	<i>NO CLASS</i>	<i>HAPPY THANKSGIVING!</i>
Week 13 12/2/21	Leadership, Ethics, and BCBA Supervision	Quiz #11 Daniels & Bailey Ch. 3 Agnew & Daniels Ch. 10 Sellers, Valentino, & LeBlanc (2016) Sellers, Alai-Rosales, & MacDonald (2016) BACB Professional and Ethical Compliance Code (<i>not on quiz</i>) Research Article – Week 13
Week 14 12/9/21	Final Presentations	
Week 15 12/16/21	Final Presentations	OBM Project: Portfolios