



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

FALL 2024

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

Credits: 3

Level: Graduate

Class Meeting Date & Time: THURSDAYS 6:15 PM – 8:45 PM

Location: Nelson Biology Laboratories (NH), Rm. D340

Instructor: Cara Phillips, PhD, BCBA-D, LABA (MA)

Office: Nelson Biology Laboratories, Rm. D311

Phone:

E-mail: cp1263@gsapp.rutgers.edu

Office Hours: By appointment

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

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 human service settings (e.g., schools, homes, clinics), private businesses (e.g., retail, food service), and other industries (e.g. piecework, manufacturing). We will review the literature on and behavior analytic approaches to supervision, the risks of ineffective supervision, and the effects of supervising and mentoring. We will also contact the subfield of Organizational Behavior Management (OBM). The use of a functional assessment approach and function-based strategies, competency- based training, and performance monitoring and feedback, will be reviewed. We will also review data and function-based personnel decisions and behavior change strategies to improve performance. This course also includes a semester-long performance management project. This course is based on the BACB's Task List (Fifth Edition).

Objectives for the Course

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

1. establish clear performance expectations for the supervisor and supervisee.
2. select supervision goals based on an assessment of the supervisee's skills and evaluate the effects of supervision
3. train personnel to competently perform assessment and intervention procedures.
4. use performance monitoring, feedback, and reinforcement systems.
5. use a functional assessment approach to identify variables affecting personnel performance.
6. use function-based strategies to improve personnel performance.
 - a) facilitate group supervision following current requirements.
 - b) participate in multidisciplinary meetings.
 - i. Clinical meetings related to the provision of ABA services.
 - c) maintain accurate documentation and record of supervisory activities.

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.
- Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. Routledge.
- Selected chapters and articles will be assigned throughout the semester. Details can be found on Canvas.

Assignments and Evaluation Method

- **Weekly Quizzes (5 pts. each):** There will be **11 quizzes**. **The ten highest scores will count towards your final grade**. Quizzes will be presented in class and should take no more 15 min to complete. Each quiz will consist of up to 5 brief, touch-point questions related to the reading or activities assigned for that week.
- **Research Articles and Discussion (10 pts. each):** Each student will find, present, and lead the discussion on a published article once. The articles may be primary research, literature reviews, or discussion articles related to the week's topic in the field of OBM (no clinical practice or autism articles, please!). All articles must be behavior analytic in nature but can come from a variety of sources (JABA, JOBM, BAP, Psychological Services, etc.). Students are *responsible for posting a link for their selected article to the discussion board on Canvas at least one week prior to their assigned presentation date*. Selected articles will be required reading for that week of class, so please post articles in a timely manner to allow other students an opportunity to complete the reading. The presenting student will summarize the article for the class and lead discussion of the article with a minimum of three discussion objectives. All students are expected to actively participate in each discussion and be prepared to ask questions (goes toward participation grade). *Articles that are already posted on Canvas (shared by the instructor or shared by another student) or that do not meet the criterion described above will not be counted for points.*
- **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. Points will be distributed contingent on the rate and quality of participation. That is, each student must contribute in a meaningful way (e.g., cannot simply agree) to class discussion twice to receive full credit.
- **PM Proposal and Presentation (Proposal = 50 pts; presentation = 20 pts):** Students will either observe a new business or clinical site OR identify and observe an area for performance improvement at their current site. The initial observation(s) allow students to become familiar with the settings and/or to gain a more objective view of a known issue. During the remainder of the semester, students will complete a PM functional assessment, to include a proposal for strategies to address the problem. Your written proposal and subsequent presentation must include each of the following components:
 - initial contact/observation and summary
 - pinpointed performance problems – operationally defined

- indirect assessments
- direct observation and measurement
- functional assessment results
- potential strategies for improvement, based on a review of the existing literature and the topics covered in class.

You will submit both the written PM proposal and a presentation in canvas. The paper should be no more than 5 pages long, include at least 5 peer reviewed references, and be written in APA format 7th edition. The proposal will be evaluated based on (a) feasibility of your suggested intervention; (b) incorporation of class readings, discussions, and pertinent research articles; and (c) writing quality (grammar, clarity, organization, APA style). The presentation will be no longer than 15 min and will be evaluated on (a) and (b) above in addition to clarity, organization, and slide presentation style. *Students must have approval prior to visiting a new site.*

- **Portfolio (25 pts.):** You will create an electronic portfolio in which 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 will consist of the work products from at least 5 of the 6 (or more) in-class activities completed across the semester. These may include:
 - First Meeting Checklists (i.e., RBT and Trainee)
 - Competency Checklist for Positive Reinforcement
 - Initial Interview Form
 - List of Supervisor Job Tasks
 - Reinforcer Survey
 - Reinforcement Log
 - Feedback Form(s)
 - Social Validity Questionnaire
 - Relationship Maps X 2
 - Documentation System and/or
 - RBT Supervision Meeting Form
- ** If desired, PM project and presentation.

Points summary

The final grade is based on the following:

Assignment	Possible Points
Weekly Quizzes (5 pts. X 10 weeks)	50
Research Article Selection and Discussion Lead	10
Class Participation Activities (5 pts. X 9 weeks)	45
PM Proposal	50
Presentation	20
Portfolio	20
Attendance (missed no more than 2 classes)	5
Total	200
Points breakdown per assignment	
Research Articles	Possible Points
Appropriate article (research, literature reviews, or discussion papers only)	1
Related to the week's topic & in the area of OBM	1

Summary of article	3
Discussion lead/objectives	5
Total	10
PM Proposal	Possible Points
Initial contact summary	5
Pinpointing problem and developing measures	10
Indirect assessments	5
Direct observation and measurement	5
Functional assessment results	10
Potential strategies to solve performance problems	10
Correct use of APA style 7 th edition	2.5
Grammar, spelling, fluidity, clarity	2.5
Total	50
Presentation	Possible Points
Description of the setting	5
Description of observation results	5
Description of proposal	5
Structure of proposal/delivery	5
Total	20
ePortfolio	Possible Points
Title page & Table of Contents	5
Permanent Products (five items)	10
Organization	5
Total	20

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)
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.

Attendance and Participation: It is expected that each student attends every scheduled class. If you are unable to attend or will be late, please email me prior to class. Students are excused from class when observing religious holidays, in accordance with Rutgers University policy. Students will be responsible for all material covered during their absence.

Late Assignment Submissions:

Be sure to pay close attention to deadlines. Late work may be accepted with a serious and compelling reason and approval. However, assignments that are submitted after the due date may be subject to a 10% penalty per day (with a 24-hour grace period).

Computer/Cell Phone Use in Class:

All cell phones should be turned off or in silent mode, unless the need for an exception is communicated to, and approved by, the instructor prior to class. All computing devices should be used only for the purpose of class-related activities.

Email:

Prompt communication is essential. I will try my best to respond to emails within 24-36 hours.

GSAPP Diversity:

The Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University-New Brunswick is committed to diversity, equity, and inclusion (DEI). We view individuals from a variety of backgrounds, lived-experiences, identities, and perspectives across our community members as critical to our threefold mission of world-class education, scholarship, and public service. We aim to honor diversity through a variety of means, such as inclusive groups, events, initiatives, curricula, and our organizational composition. We strive to create and maintain a safe space in which all voices are heard and valued, consistent with Rutgers University's Beloved Community. GSAPP acknowledges the current, historical, and systemic practices that have been used to marginalize and oppress some identities and give power and privilege to others in and beyond the United States. Additionally, we are keenly aware of the destructive effects, including on mental health and personal well-being, of prejudice, stigma, microaggressions, and violence in all its forms. We engage in a critical examination of our own biases and behaviors, both past and present. We utilize evolving methods to address, incorporate, and celebrate DEI through our scholarship, service, and training of future health service professionals.

Accessibility:

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>).

Integrity:

Students who use ChatGPT and similar artificial intelligence tools on assignments without permission, or who use them in improper ways, are violating the academic integrity rules of the University. Students who use ChatGPT and similar programs improperly are seeking to gain an unfair advantage, which means they are committing academic dishonesty. <https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf>

Safety:

As the semester goes on it will become darker earlier. If you need a safety escort:

<https://ipo.rutgers.edu/publicsafety/rupd/escorts>

Librarian:

Samantha Kannegiser, Liaison to Psychology

Schedule meeting: <https://libcal.rutgers.edu/appointments/samantha>

Phone number: (856) 225-2832 (leave a message)

Email: samantha.kannegiser@rutgers.edu

<https://www.libraries.rutgers.edu/ask>

Freedom of Speech: <https://www.rutgers.edu/president/academic-freedom-free-speech>

Other Resources: <https://gsapp.rutgers.edu/current-students/important-links>

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

Counseling:

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 several 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.

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.

Class Schedule *(tentative, subject to change)*

Meeting Dates	Topics	Readings	In-class activities	Assignments Due
Week 1 9.05.2024	Course Overview Introduction to ABA supervision	BCBA Handbook LeBlanc et al. Ch. 1-2	Quiz 1 (intro quiz) *all quizzes are in-class	
Week 2 9.12.2024	Performance Expectations Pinpointing and Measurement	LeBlanc et al. Ch. 4-5 Bailey & Burch Ch. 16 Reed, et al, Ch 7 (Canvas)	Quiz 2 Activity 1 (from Leblanc)	

Week 3 9.19.2024	Supervisee Assessment Functional Assessment	RBT Handbook Jurgens et al. Foundational Skills Assessment	Quiz 3 Activity 2 (RBT) Article Presentation x 2 (Initials:)	PM – initial observation summary (1 paragraph)
Week 4 9.26.2024	Function-Based and Antecedent Strategies	TBD	Quiz 4 Article Presentation x 3 (Initials:)	
Week 5 10.03.2024	Training Personnel Reinforcement Systems	TBD	Quiz 5 Article Presentation x 3 (Initials:)	PM – pinpoint problem and develop measures
Week 6 10.10.2024	Monitoring, Feedback, and Performance Maintenance	TBD	Quiz 6 Article Presentation x 3 (Initials:)	
Week 7 10.17.2024	Evaluating the Effects of Supervision Facilitating Group Supervision	TBD	Quiz 7 Activity 3 Article Presentation x 2 (Initials:)	PM – functional assessment results (indirect assessment)
Week 8 10.24.2024	Consultation and Rapport Building	TBD	Quiz 8 Activity 4 Article Presentation x 2 (Initials:)	PM – functional assessment results (direct assessment)
Week 9 10.31.2024	Behavioral Systems Analysis	TBD	Quiz 9 Article Presentation x 2 (Initials:)	PM – behavior change strategies
Week 10 11.07.2024	Behavior Based Safety	TBD	Quiz 10 Activity 5 Article Presentation x 2 (Initials:)	
Week 11 11.14.2024	Documentation and Record Keeping	TBD	Quiz 11 Activity 6	PM Proposal Paper
Week 12 11.21.2024	No Class – Thanksgiving Holiday!			
Week 13 11.28.2024	Final Presentations			PM Presentation
Week 14 12.05.2024	Final Presentations			PM Presentation