REHB 574, Section 901 - STAFF TRAINING & DEVELOPMENT

Spring 2017 Course Syllabus and Calendar

Instructor Information
Instructor: Dr. John Pingo
Office Hours: As needed
Office Phone: (815) 985-8465
Email: jpingo@siu.edu

Doctoral Teaching Assistant Information
Teaching Assistants: Rocco Catrone, M.S., BCBA, & Amrinder Babbra, M.S.
Email: rocco.catrone@siu.edu & amrindersbabbra@siu.edu

Course Description

Whether your interests in behavior analysis stem from a desire to help people with intellectual disabilities, older adults with dementia, typically developing children, staff within organizations, or any other population, you will soon learn (if you haven’t already) that working with these populations will consume only half of your time. The other half will be spent working with the people who directly serve these consumers. Those of you who have chosen OBM as your area of interest will spend all of your time working at this level. As behavior analysts we are environmentalists and it should therefore come as no surprise that if you truly want to improve the lives of the populations you are interested, you must be prepared to make large-scale environmental changes. This course is designed to teach several aspects of such environmental change.
Course objectives

Upon completion of this course students will have a new skill set designed to prepare them for the many complex issues related to staff training and development. After completing this course, students will be able to:

- Assess training needs of staff.
- Conduct a cost-benefits analysis for a training class or program.
- Evaluate training programs for effectiveness.
- Design and implement a training program that uses active training principles.
- Understand the empirical underpinnings of feedback and be able to apply it to training and performance management situations.
- Understand and apply behavioral skills training.
- Understand the role of rule-governance, motivating operations, and other behavioral mechanisms in staff training and development.
- Develop staff training programs that use engaging and entertaining formats to teach desired concepts and skills.
- Describe the BACB requirements in terms of providing supervision for certification applicants and supervisor qualifications.
- Understand the role of performance management systems in staff development.
- Design and implement a performance management system.

Course Text and Materials

General Course Format

There will be a weekly 1.5-hour video class and three on-site class meetings. The class meetings will occur on Friday evening and Saturday for 8 hours. Assignments, assessments, and projects are described below. Please refer to the calendar at the end of the syllabus for the course schedule.

Online Chat Sessions

I will conduct an on-line mandatory video class session on Tuesday evenings from 7:30 PM to 9:00 PM. All students are expected to attend and actively participate in the sessions. Attendance to and participation in sessions will be tracked. You should come to class having read the material and ready to discuss assigned readings. Additional material not covered in the readings will be provided in chats. Chats will be conducted using the free VSee video chat and screen-sharing tool. You can download VSee here. It is also available for Android and Apple devices. Attending video classes will be worth 75 points total. If class is large enough we may divide students into two VSee sessions.
On-Site Class Meetings

On-site classes will occur at Trinity Services corporate campus located at 301 Veterans Parkway, New Lenox, IL. Please park in the large parking lot at the back of the building. Please do not park in the circular drive at the front of the building. Please show up on time as class will begin promptly at the designated start time.

On-site class dates are as follows:

February 17th, 6:00 PM – 9:00 PM & February 18th, 8:00 AM-4:00 PM
March 24th, 6:00 PM – 9:00 PM & March 25th, 8:00 AM-4:00 PM
April 21st, 6:00 PM – 9:00 PM & April 22nd, 8:00 AM-4:00 PM

Attendance to On-Site Class Meetings

On-site sessions are mandatory. Missing an on-site class is highly discouraged and part of your grade is based on attending the on-site classes. Attending and actively participating in on-site classes will be worth 75 points. However, if you miss an on-site class session for whatever reason you are responsible for the lecture material and any announcements regarding changes in the weekly assignment, exam schedule, room change, etc. If you must miss a lecture, you should ask another member of the class to take notes for you or, better yet, to record the lecture. *I will not review the missed material with you, take notes for you, or record the lecture for you.*

Course grades will be based on a percentage of total possible points earned scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>441-490</td>
<td>90%+</td>
</tr>
<tr>
<td>B</td>
<td>392-440</td>
<td>80%+</td>
</tr>
<tr>
<td>Activity</td>
<td>Points</td>
<td>Calculation Method</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Attending video classes</td>
<td>75</td>
<td>15 instructor chat sessions x 5 points each</td>
</tr>
<tr>
<td>Attending on-site meetings</td>
<td>75</td>
<td>25 points for each session. Missing Friday night is 5 points, Saturday is 20 points.</td>
</tr>
<tr>
<td>Weekly Elevator Pitches</td>
<td>150</td>
<td>10 points per pitch x 15 weeks</td>
</tr>
<tr>
<td>Behavioral Skills Training project</td>
<td>25</td>
<td>Refer to grading rubric</td>
</tr>
<tr>
<td>Performance Management System Analysis project</td>
<td>15</td>
<td>Refer to grading rubric</td>
</tr>
<tr>
<td>Design a Training Seminar and Run an Activity</td>
<td>50</td>
<td>Refer to grading rubric</td>
</tr>
<tr>
<td>Ignite Presentation</td>
<td>50</td>
<td>Refer to grading rubric</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>25 questions x 2 points per question</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>490</strong></td>
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</tbody>
</table>

Assignments, Projects, and Learning Assessments

There are multiple assignments designed to enhance the educational experience and to assess learning as the class progresses. There is a mix of individual and group assignments. The reason being that in our professional lives, creating staff training and staff development systems can involve individual and group work. The assignments are described below.
Elevator Pitches (10 points each)
Each week students will be given a brief in-class assignment that will consist of developing a solution to a specific staff training/development problem related to the week’s readings and posed by the professor. The pitch must be:

- Written in Word, Pages, or Google Doc format.
- Be approximately 200 words long, single-spaced.
- Include your name, the date, and the specific problem proposed.
- You will email your elevator pitch to the professor by the end of class.

The grading rubric follows:

<table>
<thead>
<tr>
<th>Elevator Pitches grading rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitch is between 200 and 500 words long</td>
</tr>
<tr>
<td>Pitch is written at a graduate school level and grammatically correct.</td>
</tr>
<tr>
<td>Pitch contains student name, the date, and the specific problem/challenge.</td>
</tr>
<tr>
<td>The solution correctly applies the targeted concept.</td>
</tr>
<tr>
<td>The pitch was submitted via email by the end of the appropriate class.</td>
</tr>
</tbody>
</table>

Behavioral Skills Training Team Exercise (25 points - 20 group points plus 5 points for peer evaluation)
Students will be divided into teams by the professor. Each team will be assigned a specific skill and will be responsible for developing and implementing a behavioral skills training program to teach the other groups the skill. The program must include a written task analysis. Students must take appropriate action to create a sound task analysis. These actions must be described as part of their written assignment. Students may use other teaching aids such as videos that they either create or find on the Internet. In addition to teaching the skill to the class and being graded on how effective the teaching is, the team must submit the following:
1. A written task analysis submitted on the form provided by the professor.
2. The chaining method used to teach the skill and the reason the chaining method was chosen.

The grading rubric follows:

<table>
<thead>
<tr>
<th>Behavior Skills Training grading rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written task analysis that breaks down steps appropriately provided. How</td>
<td>5</td>
</tr>
<tr>
<td>the task analysis was developed and tested is described.</td>
<td></td>
</tr>
<tr>
<td>Chaining method listed and the reason for using chaining method provided.</td>
<td>5</td>
</tr>
<tr>
<td>Each step of Behavioral skills training implemented correctly.</td>
<td>5</td>
</tr>
<tr>
<td>Student trainees are able to emit a reasonable approximation of the skill</td>
<td>5</td>
</tr>
<tr>
<td>by the end of training.</td>
<td></td>
</tr>
<tr>
<td>Average of peer scores.</td>
<td>5</td>
</tr>
</tbody>
</table>

Analyzing a Case Study of a Broken Performance Management System Team
Exercise (50 points - 40 group points plus 10 points for peer evaluation)

Students will be divided into teams by the professor. Students will be given a real-world case study from a human services organization that experienced significant performance issues. Each team will be responsible for identifying the major problems with the performance management systems described in the case study and will then be responsible for developing a comprehensive set of recommendations to address these issues. The team will submit a written report with their analysis of the problems and their recommended solutions:

The written assignment must be double-spaced, written using APA writing guidelines, and include the following components:
Analysis Section:
1. Identify contingencies that are punishing the performance of the staff within the organization.
2. Identify contingencies that are reinforcing the performance of the staff within the organization.
3. Identify any concerns you have about any of the contingencies identified. Explain why the contingencies are or are not generating the performance desired from a behavior analytic perspective.

Recommendations Section:
1. Clearly describe all changes you would recommend that the organization take and explain why they are sound actions from a behavior analytic perspective.

The grading rubric follows:

<table>
<thead>
<tr>
<th>Analyzing a Case Study of a Broken Performance Management System grading rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify all major contingencies punishing desired performance.</td>
<td>10</td>
</tr>
<tr>
<td>Identify all major contingencies reinforcing desired performance.</td>
<td>10</td>
</tr>
<tr>
<td>Explain concerns and why contingencies are not generating desired performance.</td>
<td>10</td>
</tr>
<tr>
<td>Describe recommendations and behavior analytic basis for the recommendations.</td>
<td>10</td>
</tr>
<tr>
<td>Average of peer scores.</td>
<td>10</td>
</tr>
</tbody>
</table>

You will use the following behaviorally anchored rating scale (BARS) to evaluate the performance of each of your team members. Please email the professor your ratings.
**Peer Scoring Guide:**
*Choose the score that best describes the student’s performance.*

**0 points** – Student did not contribute anything of value to the project. Student let others do all the work. Student was not accessible for meetings between classes.

**1 points** – Student completed minor work for the project and/or the work submitted was of poor quality and had to be redone or reworked by other students and/or work was submitted late (past the teams self-imposed deadlines). The student attended some meetings but less than a majority.

**2 points** – Student completed an equal share of the work on time (per teams self-imposed deadlines) but it was of poor quality and had to be redone or reworked by other students. Student attended a majority of meetings.

**3 points** – Student completed an equal share of work and it was of acceptable quality. Needing some minor work to bring it up to acceptable levels of quality. Student attended all meetings.

**4 points** - Student completed an equal share of the project, submitted work on time, and the student’s work met or exceeded the quality expectations of the rest of the team. Student attended all meetings.

**5 points** – Student completed an equal share of the project, submitted work on time, and the student’s work met or exceeded the quality expectations of the rest of the team. Student led in the area of coordinating the assignment and/or was positive and constructive to work with. Student attended all meetings.

**Design and teach an in-service training seminar (50 points)**
You must choose a specific skill or group of skills and develop a training seminar to teach the skill(s). The seminar must include a minimum of three active training techniques and behavioral skills training as part of the seminar (it may not be a lecture only seminar). You must also have at least one method of assessing trainee competence after the seminar is done. The training seminar must run a minimum of one hour and a maximum of four hours.
The grading rubric follows:

<table>
<thead>
<tr>
<th>Design a Training Seminar and Run an Activity grading rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student submits a double-spaced written proposal that includes:</td>
</tr>
<tr>
<td>1. Student name and the date.</td>
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<tr>
<td>2. An operationalized description of the skill(s) to be taught. (5 points)</td>
</tr>
<tr>
<td>3. The measurable training objectives. (5 points)</td>
</tr>
<tr>
<td>4. A detailed explanation of each of the training activities with proposed duration. (5 points)</td>
</tr>
<tr>
<td>5. A cost-benefit analysis that includes materials, staff time, etc. (5 points)</td>
</tr>
<tr>
<td>6. A description of how trainee competency will be assessed, including any assessment quizzes, task analyses, etc. that you would use listed in an appendix. (5 points)</td>
</tr>
</tbody>
</table>
| All of these components must be submitted or the student will earn a “0” for the project. There is no page count requirement. The write-up must have sufficient detail that the professor could actually create and run the seminar based on your project document. | 25

The student presents the above components using a PowerPoint, Keynote, Prezi, or similar format to the class. In addition, the student runs one of the active training activities from the training proposal with the class serving as the trainees. The presentation is no less than 15 minutes and no more than 30 minutes. | 25

Ignite Presentation (50 points)
You will choose a topic that excites you and create an Ignite presentation. The Ignite presentation format consists of a 5-minute presentation of 20 slides that advance automatically every 15 seconds. A good Ignite presentation looks and sounds like a casual conversation with an audience but takes a
significant amount of practice to get your timing right and to reach fluency with your speech. This will be the most challenging presentation you have ever created or given so do not wait until the last minute to work on it. The professor will provide you with a slide template and several multiple exemplars, including a live demonstration in class.

The purpose of this project is to give you practice developing a very concise training presentation and to help you sharpen your presentation skills. Many a good training idea has been ruined by either bloated course material or uninspiring presenters. Developing and presenting an Ignite presentation will help you avoid falling into both of these traps.

<table>
<thead>
<tr>
<th>Ignite Presentation grading rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation follows the Ignite format of 20 slides with each slide auto advancing every 15 seconds.</td>
</tr>
<tr>
<td>Presentation is no more and no less than 5 minutes long.</td>
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<tr>
<td>The presenter’s pacing matches the slides.</td>
</tr>
<tr>
<td>The slides augment and do not detract from the speech.</td>
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<tr>
<td>The presenter is engaging.</td>
</tr>
</tbody>
</table>

Final Exam (50 points)
The final exam will consist of 25 multiple-choice questions, each worth 2 points. The exam will be comprehensive and can include material from any of the assigned readings and on-site sessions. The exam will be taken using the D2L quiz tool. There will be no make-up exams.

**Late Assignments**

All late assignments will incur a cumulative 10% point penalty per day late (10% for day 1, 20% for day 2, 30% for day 3). *No assignment will be accepted after three days from the due date.*
**Students with Disabilities**

If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner. Students with disabilities should contact the University’s Disabled Student Resources and Services and the Office of Services for Students with Learning Disabilities at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. According to University policy: “Any student with a documented disability who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester.”

**Academic Dishonesty**

Each student is responsible for making himself or herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code. The student is also responsible for making himself or herself aware of the procedures applicable to cases of academic dishonesty as outlined in the Student Conduct Code, including jurisdiction at the department or college level, informal resolution, and formal disciplinary measures. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.
The instructor is committed to equal opportunity in education for all students, including those with documented disabilities. It is the responsibility of students with documented disabilities to contact the instructor during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. Documentation is to be provided and accommodations are to be arranged with Disability Support Services.

**Incompletes**

Please review the university’s policy on incompletes. In particular, keep in mind that an incomplete can ONLY be given if more than HALF of the semester has gone by and the student is PASSING. In keeping with the University’s policy, I will NOT give an incomplete as a substitute for a failing grade – the failing grade stands. Additionally, I will not provide an incomplete prior to the final drop date.

However, if an extended illness or injury prevents you from completing the class, do let me know about it. Depending upon the number of classes and exams that you missed, and your attendance and performance on the exams you took before the problem arose, I may be willing to give you an incomplete for the course.

**Emergency Class Cancellation**

In the event that classes are officially canceled (due to an inland hurricane, for example), the following schedule changes will automatically be in effect:

1. If the day canceled is a day on which an exam has been scheduled, then the exam will be given on the first day that classes resume. For example, if an exam is scheduled on Monday, and classes are canceled
on Monday, the exam will be given on the FOLLOWING Monday. If the following MONDAY classes are canceled as well, the exam will be given on the MONDAY after that.

2. If the lecture day that immediately precedes the exam is cancelled or if BOTH lecture days are canceled, the exam will be given on the regularly scheduled day, or on the first day that classes resume.

PLEASE READ THE EMERGENCY CLASS CANCELLATION POLICY CAREFULLY. IT IS NOT POSSIBLE TO PREDICT WHEN CLASSES WILL BE CANCELED AND THUS I AM NOT ABLE TO REVIEW THIS POLICY AT THE CRITICAL TIME.

Religious Observances

I am dedicated to maintaining the rights of students to observe religious holidays. If you need to miss a class to observe a religious holiday, I request that you contact me a week in advance to discuss any arrangements.

Classroom Etiquette

It is my goal to provide everyone an opportunity to succeed in this course. Therefore, I will make every effort to create an environment conducive to learning. I will be respectful of you and your opinions. I also expect that you be courteous and respectful to me and to others in the class. Please do not create unnecessary distractions in class, such as by leaving your seat unnecessarily, using a mobile device, surfing the Internet, or talking with others during lectures. As noted before, if you do so I will ask you to leave the class. If you need to leave the class early, please sit near the door so you can leave with minimal disruptions to those around you.
Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

### Course Calendar (subject to revision)

<table>
<thead>
<tr>
<th>The Week of:</th>
<th>Class Topic</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Activity</td>
<td>References</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 30</td>
<td>specifying &amp; monitoring staff performance</td>
<td>Silberman &amp; Biech (2015) Ch. 2</td>
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<td></td>
<td></td>
<td>Reid &amp; Parsons (2006) Ch. 4</td>
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<tr>
<td></td>
<td></td>
<td>Silberman &amp; Biech (2015) Ch. 3</td>
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<tr>
<td></td>
<td></td>
<td>Reid &amp; Parsons (2006) Ch. 4</td>
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<tr>
<td></td>
<td></td>
<td>Silberman &amp; Biech (2015) Ch. 3</td>
</tr>
<tr>
<td>February 6</td>
<td>Brain friendly presentations/Enhancing performance via feedback</td>
<td>Alvero, Bucklin, &amp; Austin (2001)</td>
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<tr>
<td></td>
<td></td>
<td>Balcazaar, Hopkins, &amp; Austin (1985)</td>
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<tr>
<td></td>
<td></td>
<td>Bailey &amp; Burch (2010) Ch. 24</td>
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<tr>
<td></td>
<td></td>
<td>Pampino, MacDonald, Mullin, &amp; Wilder (2004)</td>
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<tr>
<td></td>
<td></td>
<td>Peterson (1982)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reid &amp; Parsons (2006) Ch. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silberman &amp; Biech (2015) Ch. 4</td>
</tr>
<tr>
<td>February 13</td>
<td>Alternatives to presentations/Increasing work enjoyment by increasing reinforcers</td>
<td>Mager &amp; Pipe (1970) Part 2 p. #--#</td>
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<tr>
<td></td>
<td></td>
<td>Reid &amp; Parsons (2006) Ch. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silberman &amp; Biech (2015) Ch. 5</td>
</tr>
<tr>
<td>February 17-18</td>
<td>On-Site Session 1</td>
<td>Behavioral Skills Training assignment due Behavioral skills presentations</td>
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<tr>
<td></td>
<td></td>
<td>Reid &amp; Parsons (2006) Ch. 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silberman &amp; Biech (2015) Ch. 6</td>
</tr>
<tr>
<td>February 27</td>
<td>Designing active training exercises/Supervisor as motivator</td>
<td>Mager &amp; Pipe (1970) Part 2 p. #--#</td>
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<tr>
<td></td>
<td></td>
<td>Reid &amp; Parsons (2006) Ch. 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silberman &amp; Biech (2015) Ch. 7</td>
</tr>
<tr>
<td>March 6</td>
<td>Sequencing your training activities/Motivating the motivators</td>
<td>Reid &amp; Parsons (2006) Ch. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silberman &amp; Biech (2015) Ch. 8</td>
</tr>
<tr>
<td>March 13</td>
<td>N/A</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 20</td>
<td>Planning active training programs/Best &amp; worst ways to motivate</td>
<td>Bailey &amp; Burch (2010) Ch. 23</td>
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<td></td>
<td></td>
<td>Reid &amp; Parsons (2006) Ch. 10</td>
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<tr>
<td></td>
<td></td>
<td>Silberman &amp; Biech (2015) Ch. 9</td>
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<tr>
<td>March 24-25</td>
<td>On-Site Session 2</td>
<td>Training Seminar Proposal Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students run their activities</td>
</tr>
</tbody>
</table>

Note: The table includes activities and their associated references, along with the dates they are scheduled to occur. The references are from various sources, including Silberman & Biech (2015), Mager & Pipe (1970), and Reid & Parsons (2006), among others.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
| March 27   | Incorporating active learning/Performance diagnostics                  | *Training seminar presentations*  
  Austin (2000)  
  Bailey & Burch (2010) Ch. 16  
  Silberman & Biech (2015) Ch. 10 |
| April 3    | Beginning an active training program/Motivating operations & OBM      | *Training seminar presentations*  
  Agnew (1998)  
  Lotifizadeh, Edwards, & Poling (2014)  
  Olson, Laraway, & Austin (2001)  
  Poling (2001)  
  Silberman & Biech (2015) Ch. 11 |
| April 10   | Gaining leadership of the group/Rule-governed behavior & OBM         | *Training seminar presentations*  
  Baum (1993)  
  Mallot (1993)  
  Malott, Mallot, Shimamune (1993)  
  Rachlin (1993)  
  Silberman & Biech (2015) Ch. 12 |
| April 17   | Giving great presentations/BACB supervision requirements              | BACB Supervision Standards, BACB Task list, 4th Edition. Client-Centered Responsibilities, I-01, K-03, 06, 08  
  Silberman & Biech (2015) Ch. 13 |
| April 21-22| **On-Site Session 3**                                                 | **Ignite Presentations**  
  Sheldon (2011) Ch. 6, 11, 13, 14, 15  
  Silberman & Biech (2015) Ch. 14 & 15 |
| April 24   | Promoting team learning & Concluding an active training program/A    | Deterding, Dixon, Khaled, & Nacke (2011)  
  Alternative class designs                                                     |
|            |                                                                      | Hamari, Koivisto, & Sarsa (2014)  
  Jackson (???)  
  Morford, Witts, Killingsworth, & Alavosius (2014)  
  Silberman & Biech (2015) Ch. 17 |
| May 1      | Evaluating an active training program/Gamification                   | Final Exam on May 9th                                                                                                                   |
| May 8      | Final Exam                                                            | Final Exam on May 9th                                                                                                                   |
Journal Articles and Additional Readings
These will be uploaded to Moodle
All readings for the assigned week should be completed before class.

1/9/17 - Cost-benefit analysis & assessing training needs/Motivation of human services staff


1/16/17 – Martin Luther King, Jr. Day – No Class but students are responsible for completing the readings below during the week. - Developing training objectives/Convincing others of training needs/Enhancing performance via specifying & monitoring staff performance


• Carnegie, D. Chapter 1: If you want to gather honey, don’t kick over the beehive. *How to Win Friends and Influence People*. NY: Pocket books.


1/23/17 – Creating opening exercises/Enhancing performance via training


1/30/16 – Brain friendly presentations/ Enhancing performance via feedback


2/6/16 – Alternatives to presentations/Increasing work enjoyment by increasing reinforcers


2/13/16 – Experiential learning approaches/ Increasing work enjoyment by decreasing punishers


2/20/17 – Designing active training exercises/Supervisor as motivator


2/27/17 – Sequencing your training activities/Motivating the motivators


3/6/17 – Week 9– Spring Break – No Class

3/13/17 – Planning active training programs/Best & worst ways to motivate


3/20/17 – Incorporating active learning/Performance diagnostics


3/27/17 – Beginning an active training program/Motivating operations & OBM


4/3/17 – Gaining leadership of the group/Rule-governed behavior & OBM


**4/10/17 – Giving great presentations/BACB supervision requirements**

• BACB Supervision Standards

• BACB Task list, 4th Edition. Client-Centered Responsibilities, E-01, I-01, K-03, 06, 08

4/17/17 – Promoting team learning & Concluding an active training program /Alternative class designs

- Sheldon, L. (2011) Ch. 6 multiplayer game design class. The multiplayer classroom: designing coursework as a game. Cengage Learning PTR. (Bianca)

- Sheldon, L. (2011) Ch. 11 identifying learning objectives and student needs. The multiplayer classroom: designing coursework as a game. Cengage Learning PTR. (Stephanie)

- Sheldon, L. (2011) Ch. 13 how games are designed. The multiplayer classroom: designing coursework as a game. Cengage Learning PTR. (Allison)


- Sheldon, L. (2011) Ch. 15 playing the game. The multiplayer classroom: designing coursework as a game. Cengage Learning PTR.


4/24/16 – Evaluating an active training program/Gamification


In Addition to the required readings, the professor will also be discussing several studies and drawing from other sources. These are not required readings but citations are provided in case you wish to learn more.

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2/27/17 – Sequencing your training activities/Motivating the motivators

- None.

3/6/17 – Week 9– Spring Break – No Class

3/13/17 – Planning active training programs/Best & worst ways to motivate

- None.

3/20/17 – Incorporating active learning/Performance diagnostics


3/27/17 – Beginning an active training program/Motivating operations & OBM


4/3/17 – Gaining leadership of the group/Rule-governed behavior & OBM


4/10/17 – Giving great presentations/BACB supervision requirements

• None.

4/17/17 – Promoting team learning & Concluding an active training program /Alternative class designs


4/24/16 – Evaluating an active training program/Gamification


