

# Jessica M. Rocheleau, B.S.

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## **EDUCATION**

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### **M.A. Industrial/Organizational Behavior Management**

Western Michigan University

May 2014 – Present

Cumulative GPA: 3.88

Kalamazoo, MI

### **B.S. Behavioral Science**

Western Michigan University

September 2009 – April 2014

Cumulative GPA: 3.74

Kalamazoo, MI

## **GRADUATE COURSEWORK**

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Behavioral Approaches to College Education

Instructional Design

Psychological Foundations of Computer Assisted Instruction

Behaviorism and the Philosophy of Science

Experimental Design and Analysis I

Personnel Training & Development

Psychology of Work

Behavioral Systems Analysis

Cognitive Processes

Correlation and Regression

## **UNDERGRADUATE COURSEWORK**

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Behavioral Training and Teaching Strategies

Public Speaking

Concepts and Principles of Behavior Analysis

Behavioral Research Methods

Behavioral Statistics

Critical Thinking

Industrial/Organizational Behavior

Human Resource Management

Business Enterprise

Business and Society

Project Management

## **PUBLICATIONS AND PRESENTATIONS**

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Tilka, R., Rocheleau, J., & Johnson, D. A. (2015, May). The role of accuracy and type of evaluation in feedback delivery. Presentation at the annual conference of the Association for Behavior Analysis International, San Antonio, TX

Johnson, D. A., Rocheleau, J. M., & Tilka, R. E. (2015). Considerations in feedback delivery: The role of accuracy and type of evaluation. *Journal of Organizational Behavior Management*. doi:10.1080/01608061.2015.1093055

## **ACADEMIC INTERESTS**

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Instructional Design	Computer Assisted Instruction	Higher Education
Social Validity	Personnel Training & Development	Feedback Delivery
Theory and Philosophy in Behavior Analysis	Behavioral Approaches to Creativity	Behavioral Approaches to Language

## **TEACHING EXPERIENCE**

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### **Position: Teaching Assistant**

**Course: Instructional Design (PSY 5490)**

**Supervisor:** Douglas A. Johnson, Ph.D.

**Duration:** January 2017 – Present

#### **Responsibilities:**

Proctoring and grading examinations covering important instructional design techniques that can be applied to training, education, and other forms of instruction. Specific topics include different types of learning, meaningful responding, conceptual stimulus control, engineered discovery learning, contingency adduction, and other instructional concepts. Evaluating student concept analyses projects based on their congruence with effective instructional principles.

### **Position: Instructor of Record**

**Course: Self Management (A-S 3900)**

**Supervisor:** Douglas A. Johnson, Ph.D.

**Duration:** January 2017 – Present

#### **Responsibilities:**

Familiarizing students with tools and techniques that will aid their performance in math, hard science, and other related degree programs' introductory coursework. The course specifically covers the following topics: time management, memorization strategies, methods of improving reading comprehension, debunking popular study myths, communication with professors, tackling important projects and papers, the development of self-regulatory skills, successful goal setting, comprehensive strategies for self-change, and finally, problem-solving obstacles.

### **Position: Teaching Assistant**

**Course: Higher-Order Behavioral Processes (PSY 6710)**

**Supervisor:** Douglas A. Johnson, Ph.D.

**Duration:** September 2016 – December 2016

#### **Responsibilities:**

Proctored and graded examinations on the basic and advanced principles of behavior and their applications in organizational settings. Evaluated instructional content covering various topics such as the acquisition and maintenance of behavior, assessment and evaluation of behavior, and analysis of motivational variables in relation to complex behaviors.

**Position: Instructor of Record**

**Course: Professional and Career Development (PSY 3844)**

**Supervisor:** Douglas A. Johnson, Ph.D.

**Duration:** September 2014 – May 2016

**Responsibilities:**

Conducted lectures on professional development and self-management techniques, restructured course sequence, generated test questions and created examinations, designed project assignments, graded assignments and examinations, held office hours, tutored students in the subject material, taught effective study methods to students, proctored examinations, answered students' questions and emails, supervised and trained assistant instructors, managed Elearning content, and provided feedback to students on course assignments.

**Position: Teaching Assistant**

**Course: Professional and Career Development (PSY 3844)**

**Supervisor:** Douglas A. Johnson, Ph.D.

**Duration:** September 2013 – April 2014

**Responsibilities:**

Conducted multiple guest lectures on the function of consequences in self-directed behavior and common problems with self-change plans, designed presentations using Microsoft PowerPoint, generated test questions, graded assignments and tests, provided feedback to students, held office hours, tutored students in the subject material, taught effective study methods to students, proctored examinations, answered students' questions and emails, provided feedback on course content.

**Position: Coordinating Assistant**

**Course: General Psychology (PSY 1000)**

**Supervisor:** Douglas A. Johnson, Ph.D.

**Duration:** September 2013 – April 2014

**Responsibilities:**

Managed teaching assistants, graded teaching assistant assignments, conducted grading sessions, updated grades in Elearning, proctored examinations, held office hours, provided feedback to teaching assistants and students, and taught effective study methods to students. Course content was aimed at familiarizing students with important historical and contemporary developments in the field of psychology. Course provided a variety of psychological viewpoints including biological, learning, cognitive, sociocultural, psychodynamic, and humanistic perspectives. Specific topics included study techniques, critical thinking, research methods, biology & behavior, growth and development, learning, memory, intelligence, personality, social psychology, emotion, motivation, health & workplace applications, psychological disorders, and therapies.

**Position: Teaching Assistant**

**Course: Survey of Behavior Analytic Research (PSY 4600)**

**Supervisor:** Douglas A. Johnson, Ph.D.

**Duration:** July 2013 – August 2013

**Responsibilities:**

Graded and proctored examinations, taught effective study methods, answered students' questions, and held office hours. Course content provided an overview of diverse topics of behavior analysis research, applications, and philosophy. Topics included a respondent and operant conditioning review, organizational behavior management, behavioral approaches to education, clinical applications, animal training, motivating operations, verbal behavior, ethics, and counterarguments to a behavioral perspective.

**Position: Teaching Assistant**

**Course: Organizational Psychology (PSY 3844)**

**Supervisor:** Heather McGee, Ph.D.

**Duration:** May 2013 – June 2013

**Responsibilities:**

Proctored and graded examinations. Answered student questions related to course content covering the organizational psychology sub-areas of performance management and systems analysis. Specific emphasis in how techniques relevant to these sub-areas are used to improve organizational performance.

**Position: Teaching Assistant**

**Course: General Psychology (PSY 1000)**

**Supervisor:** Douglas A. Johnson, Ph.D.

**Duration:** January 2011 – June 2013

**Responsibilities:**

Held office hours, proctored and graded examinations, and answered student questions about course content aimed at familiarizing students with important historical and contemporary developments in the field of psychology. Course provided a variety of psychological viewpoints including biological, learning, cognitive, sociocultural, psychodynamic, and humanistic perspectives. Specific topics included study techniques, critical thinking, research methods, biology & behavior, growth and development, learning, memory, intelligence, personality, social psychology, emotion, motivation, health & workplace applications, psychological disorders, and therapies.

## **APPLIED EXPERIENCE**

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**Position:** Western Michigan University Course Assistant

**Organization:** Thomas M. Cooley Law School

**Supervisors:** Heather McGee, Ph.D.; Douglas A. Johnson, Ph.D.; Nelson P. Miller

**Location:** Grand Rapids, MI

**Duration:** July 2015 – Present

**Responsibilities:**

Applied principles of instructional design to revise and improve multiple courses with the goal of improving the BAR examination success rate of Thomas M. Cooley Law School. Developed a framework for teaching analytical strategies to students based on Think Aloud Problem Solving and Personalized System of Instruction models. Helped with the implementation and monitoring of SAFMEDS study sessions during class periods. Designed SAFMEDS study cards, fluency graphs, and instructional presentations of teaching methods. Revised in class problem-solving activities with the intention of promoting students' fluent application of laws, facts, and critical thinking strategies to novel cases. Developed interactive activities for teaching ethical problem solving skills for law practice. Designed and carried out fluency testing procedures using SAFMEDS cards.

**Position:** Instructional Designer

**Organization:** Western Michigan University Autism Center of Excellence

**Supervisors:** Jonathan Baker, Ph.D.; J. Adam Bennett, Ph.D.; Christopher Walmsley, Ph.D.

**Duration:** May 2016 – September 2016

**Responsibilities:**

Supervised the development of Autism Center of Excellence Grant sponsored online training designed to prepare potential Registered Behavior Technicians for meeting certification examination standards. Monitored project workflow and ensured computer based instructional materials were developed with consideration for evidence based multimedia principles.

**Position:** Organizational Systems Analyst

**Organization:** Western Michigan University Psychology Department

**Supervisor:** Heather McGee, Ph.D.

**Location:** Kalamazoo, MI

**Duration:** September 2014 – December 2014

**Responsibilities:**

Applied behavioral systems analysis tools to inform the creation of organizational charts and process maps regarding the Western Michigan University Industrial/Organizational Psychology Department. Under supervision, pinpointed areas to implement changes in order to promote system wide improvement of the department's various processes. Revised the Western Michigan Psychology Department Handbook based on suggested changes.

**Position: Morningside Teachers' Academy Summer School Institute Student Assistant**

**Organization: Morningside Academy**

**Supervisors: Kent Johnson, Ph.D.**

**Location: Seattle, WA**

**Duration: July 2014**

**Responsibilities:**

Observed classrooms demonstrating various empirically driven teaching methods to improve student acquisition of math, reading comprehension, writing, social studies, and reasoning skills. Assisted with the implementation of precision teaching procedures to improve fluency on math problem solving in students at both the elementary and secondary education level.

Received instruction in material covering various advanced instructional design theories and techniques.

**AWARDS AND HONORS**

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**All-University Award for Graduate Student Teaching Effectiveness**

Western Michigan University  
(2015-16)

**Department of Psychology Teaching Effectiveness Award**

Western Michigan University  
(2015-16)