1. **Title of the module**

Revision of TZRD9050 (TZ905) - Concepts, Principles and Underpinning Philosophy of Applied Behaviour Analysis

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research (Tizard)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) and spring term (term 2)

1. **Prerequisite and co-requisite modules**

No prerequisite modules. Taken alongside all other compulsory modules for Applied Behaviour Analysis and Positive Behaviour Support programmes.

1. **The programmes of study to which the module contributes**

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disabilities)

Post Graduate Diploma in Applied Behaviour Analysis (Intellectual and Developmental Disabilities)

Post Graduate Certificate in Applied Behaviour Analysis (Intellectual and Developmental Disabilities)

MSc in Positive Behaviour Support (Intellectual and Developmental Disabilities)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Display advanced understanding of the principles of the experimental analysis of behaviour and applied behaviour analysis.

8.2 Identify and describe, in-depth the dimensions of applied behaviour analysis as developed by Baer, Wolf & Risley.

8.3 Demonstrate in-depth knowledge of the principles of operant and respondent behaviour.

8.4 Display advanced understanding of three and four part contingencies in the analysis of behaviour in context.

8.4 Identify and describe, in-depth: stimulus control, generalisation, punishment, positive reinforcement, negative reinforcement (avoidance and escape), schedules of reinforcement, extinction, motivating operations and setting events, verbal operants, rule-governed and contingency-shaped behaviour, and derived stimulus relations.

8.5 Identify and describe, in depth, unconditioned, conditioned and generalised reinforcers, punishers and motivating operations

8.6 Critically evaluate academic research in Applied Behaviour Analysis.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.

9.2 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.

9.3 Show a capacity to effectively prioritize the demands of work and study.

9.4 Use information technology to a high level (e.g., word processing, email, Moodle, e-journals, and other online learning resources).

1. **A synopsis of the curriculum**

The aim of this module is to develop an advanced understanding of elements and characteristics of the concepts and principles underpinning applied behaviour analysis (ABA). The module will start from an appreciation of the roots of ABA in the experimental analysis of behaviour. Operant and respondent conditioning will be considered, starting from fundamentals but proceeding to an advanced understanding of the necessary concepts and their underpinning in research. Particular attention will be given to elucidating both the conceptual basis and the applied implications of reinforcement, extinction and punishment, avoidance and escape, stimulus control and generalization, establishing operations and setting events. The interpretation of complex behaviour will be considered both with respect to the integrated application of fundamental concepts and the conceptual extensions and developments required.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Chance, P. (1998). *First Course in Applied Behavior Analysis.* Pacific Grove, CA: Brooks/Cole

Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) *Applied Behaviour Analysis.* Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnson, J.M (2013) *Radical Behaviorism for ABA Practitioners.* Sloan Educational Publishing.

Martin, G., & Pear, J. (2003). Behavior modification: what it is and how to do it. Upper Saddle River, N.J.: Pearson Education International.

Wallace, M., Mayer, G. R., Sulzer-Azaroff, B., & (2013, 3rd ed). *Behavior analysis for lasting change.* Belmont, Ca: Wadsworth/Thomson Learning.

1. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 155

Total study hours: 200

1. **Assessment methods**

**13.1 Main Assessment method**

Coursework - essay (2750 words) – 50%

Coursework - review (1000 words) – 25%

Coursework – timed quiz (1 hour) – 25%

**13.2 reassessment method**

Reassessment instrument - Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay – 3000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Review – 1000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Timed quiz- 1 hour | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The range of generic skills developed are applicable to international contexts and the specific skills have potential international relevance.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO March 2018