1. **Title of the module**

TZRD5220 (TZ522) – Values, Ethics and Professional Practice

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 6

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

15 credits (7.5 ECTS)

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

Autumn term (term 1)

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

None

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

Intellectual and Developmental Disabilities

Applied Behaviour Analysis

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

8.1 Demonstrate a critical understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities

8.2 Demonstrate a critical understanding of the main approaches to person-centred planning and their role in guiding service provision

8.3 Demonstrate knowledge of existing ethical codes and guidelines including those of the Behaviour Analyst Certification Board

8.4 Identify key elements of professional practice including their needs for appropriate supervision of practice and continuing professional development and the importance of working collaboratively

8.5 Know how to challenge discriminatory practices and /or abusive practices where necessary

8.6 Demonstrate an understanding of the importance of adopting a person-centred, values-based approach in supporting children and adults with complex needs including challenging behaviour.

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

9.1 Have prepared a written assignment which shows their capacity to draw on both published work and their own experience

9.2 Have demonstrated their ability to understand, and communicate in writing, abstract concepts

9.3 Have conducted a review of their own need for continuing professional development which shows their capacity to manage and improve their own learning

9.4 Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments

9.5 Have identified how they will use information technology (word processing, email, internet use) to meet the demands of the programme.

1. **A synopsis of the curriculum**

The curriculum will include:

• Ethical and legal issues

• The role of values in the development of intellectual disability services

• The development of approaches to individual planning and needs assessment, particularly the role of “person-centred planning”

• Ethical codes and guidelines – does Behaviour Analysis raise special ethical issues?

• Codes of professional practice

• Discrimination and abuse

• Adopting person-centred, values-based approaches to children and adults with complex needs.

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

Bailey, Jon S. and Burch, Mary R. (2010) *Ethics for behavior analysts.* 2nd expanded ed. London: Routledge

Cooper, John O., Heron, Timothy E. and Heward, William L. (2007) *Applied behavior analysis.* 2nd ed. Upper Saddle River, N.J.: Pearson/Merrill-Prentice Hall.

Sulzer-Azaroff, Beth and Mayer, G. Roy (1991) *Behavior analysis for lasting change.* Belmont, Ca: Wadsworth/Thomson Learning

1. **Learning and teaching methods**

Total contact hours: 14

Private study hours: 136

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework – 100%

13.2 Reassessment methods

Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) 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* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study |  |  |  | **X** | **X** |  | **X** |  | **X** |  | **X** |
| lectures |  |  |  | **X** | **X** |  |  |  |  |  |  |
| Workshops | **X** | **X** | **X** |  |  | **X** |  | **X** |  | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Coursework | **X** | **X** | **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 discussion and analysis of the module topics are undertaken in an international context. The range of generic skills which will be 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) |
| 2008 | N/K | September 2008 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018