1. **Title of the module**

TZRD8680 (TZ868) - 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 7

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

Applied Behaviour Analysis MSc

Applied Behaviour Analysis Post Graduate Diploma

Applied Behaviour Analysis Post Graduate Certificate

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 personalisation and its role in guiding service provision.

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

8.4 Identify key elements of professional practice including the importance of supervision of practice, continuing professional development and collaborative working practices.

8.5 Be prepared to challenge discriminatory and/or abusive practices where necessary.

8.6 Demonstrate a critical understanding of the importance of adopting a person-centred, values-based approach in supporting children and adults with intellectual or developmental disabilities.

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 critically on both published work and their own experience.

9.2 Have demonstrated their ability to understand, and communicate in writing, complex, 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 used information technology (word processing, email, internet use, online learning resources) to meet the demands of the programme.

1. **A synopsis of the curriculum**

The aim of this module is to help students/practitioners to articulate and work within a person-centred, scientific, and appropriately ethical framework.

Indicative topics include:

Ethical and legal issues

The role of ideology 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, J. S., & Burch, M. R. (2010, 2nd Ed). *Ethics for behavior analysts: a practical guide to the Behavior Analyst Certification Board guidelines for responsible conduct*. London: Lawrence Erlbaum Associates.

Chance, P. (1998). *First Course in Applied Behavior Analysis*. Pacific Grove, CA: Brooks/Cole (needed at first workshop for one of the exercises)

Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) *Applied Behaviour Analysis*. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall. (always bring to workshops as exercises involving the text are frequently presented)

Johnson, J.M (2013) *Radical Behaviorism for ABA Practitioners*. Sloan Educational Publishing. (there will be regular reading assignments involving this book)

Sulzer-Azaroff, B., & Mayer, G. R. (1991). *Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.*

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

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

Coursework – essay (3,500 words) – 75%

Coursework - assignment (1,500 words) - 25%

13.2 Reassessment methods

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* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 (essay) – 3,500 words | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  | **X** | **X** |
| assignment 2 (essay) - 1,500 words |  |  |  | **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 practice values and skills which will be developed that are applicable to international contexts

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**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) |
| 2012 | N/K | September 2012 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018