1. **Title of the module**

TZRD8780 (TZ878) - Advanced Issues in 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**

30 credits (15 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**

None (all modules in the appropriate programmes are compulsory*)*

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

Applied Behaviour Analysis (Intellectual and developmental Disabilities) MSc

Applied Behaviour Analysis (Intellectual and developmental Disabilities) Post Graduate Diploma

Positive Behaviour Support (Intellectual and Developmental Disability) MSc

Positive Behaviour Support (Intellectual and Developmental Disability) Postgraduate Diploma

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

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

8.2 Demonstrate advanced knowledge and a critical understanding of the philosophical underpinnings of ethical practice.

8.3 Demonstrate advanced knowledge and a critical understanding of personalisation and its role in guiding service provision.

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

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

8.6 Challenge discriminatory and/or abusive practices where necessary.

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

8.8 Demonstrate advanced knowledge of evidence based practice and practice based evidence in relation to services designed to support 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 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 Demonstrate self-awareness with regard to the need for continuing professional development, showing capacity to manage and improve one’s own learning.

9.4 Demonstrate effective time management skills, including prioritising assessment demands and meeting deadlines.

9.5 Make effective use of information technology (e.g., word processing, email, Moodle, e-journals and other online resources) to gather information and solve complex problems.

1. **A synopsis of the curriculum**

The curriculum will include, at an advanced level:

• Ethical and legal issues

• Philosophical underpinnings of ethical practice

• 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.

• Evidence based practice and practice based evidence

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 *(*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.

*\*Required texts*

1. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 255

Total study hours: 300

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

Coursework – assignment 1 (3500 words) - 35%

Coursework – assignment 2 (3500 words) – 35%

Coursework - self-reflective case study (1500 words) -15%

Coursework – in-class test (1 hour) -15%

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* | *8.7* | *8.6* | *8.7* | *8.8* | *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** | **X** | **X** | **X** | **X** |
| lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  | **X** |
| Workshops  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 -3500 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Assignment 2 - 3500 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Assignment 3 - 1500 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| In-class test – 1 hour | **X** | **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**
* Applied Behaviour Analysis is an international discipline with a professional certification system recognised world-wide
* The reading list draws on an international research and professional literature

**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) |
| 2015 | N/K | September 2015 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018