1. **KentVision Code and Title of the module**

TZRD9012 Concepts, Principles and Underpinning Philosophy of Applied Behaviour Analysis

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

Division for the Study of Law Society and Social Justice - School of Social Policy, Sociology and Social Research (Tizard Centre).

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**

10 credits (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**

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

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

Compulsory to the following courses:

MSc in Applied Behaviour Analysis – UK-SBA route

MSc in Positive Behaviour Support – UK-SBA route

PG Diploma in Applied Behaviour Analysis – UK-SBA route

MSc in Applied Behaviour Analysis (Distance Learning) – UK-SBA route

MSc in Positive Behaviour Support (Distance Learning) – UK-SBA route

PG Diploma in Applied Behaviour Analysis (Distance Learning) – UK-SBA route

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

8.1 Display an understanding of the philosophical underpinnings of behaviour analysis

8.2 Display an understanding of the perspective of radical behaviourism and distinguish between behaviourism, the experimental analysis of behaviour, applied behaviour analysis, and professional practice guided by the science of behaviour analysis

8.3 Display an understanding of rule-governed and contingency-shaped behaviour

8.4 Critically outline behaviour analytic accounts of verbal behaviour, derived stimulus relations and private events

8.5 Critically evaluate the strengths and limitations of applied behaviour analysis as an approach to understanding human behaviour and, specifically, the behaviour of children/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 Show a capacity to effectively prioritise the demands of work and study.

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

1. **A synopsis of the curriculum**

The aim of this module is to develop an advanced understanding of elements of the philosophy, concepts and principles underpinning applied behaviour analysis.

Indicative topics include:

Philosophical assumptions including selectionism, determinism, empiricism, parsimony and pragmatism

Rule-governed and contingency-shaped behaviour

Radical behaviourism

Verbal behaviour and private events

Derived stimulus relations

Behaviour analysis of intellectual and developmental disability.

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

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

Chiesa, M. (1994) *Radical Behaviourism: The Philosophy and the Science.* Authors Cooperative.

Cooper, J.O., Heron, T.E., Heward, W.L. (2020, 3rd Ed.) *Applied Behaviour Analysis.* Upper Saddle River, NJ, Pearson/Merrill-Prentice Hall.

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

Schneider, S.M. (2012) *The Science of Consequences*. Prometheus Books, New York.

Skinner, B.F. (1953) *Science and Human Behaviour*. New York, Macmillan,

Skinner, B. F. (1971). *Beyond Freedom and Dignity*. London, Cape.

1. **Learning and teaching methods**

Private study hours: 76

Contact hours: 24

Total hours: 100

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

Coursework - Case study (1,500 words) – 50%

Coursework – timed quiz (1 hour) – 50%

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 outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Individual / Group Exercises and Discussion | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Case study- 1500 words | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| timed quiz- 1 hour | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |

1. **Inclusive module design**

The Division/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 competencies developed have international applicability. By undertaking the module a range of research, analysis and presentation skills will be developed that are applicable to international contexts.

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 27/02/2023 | New | 2023-24 | N/A (new) |  |
|  |  |  |  |  |