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

TZRD9040 (TZ904) - Advanced Issues in Values, Ethics and Professional Practice

1. **Division and 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)

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 or Positive Behaviour Support programmes.

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

MSc in Applied Behaviour Analysis – ABAI route

Post Graduate Diploma in Applied Behaviour Analysis– ABAI route

Post Graduate Certificate in Applied Behaviour Analysis – ABAI route (would apply to this course when it is obtained as an alternative exit award)

MSc in Positive Behaviour Support– ABAI route

MSc in Applied Behaviour Analysis (Distance Learning) – ABAI route

Post Graduate Diploma in Applied Behaviour Analysis (Distance Learning)– ABAI route

Post Graduate Certificate in Applied Behaviour Analysis (Distance Learning) – ABAI route

MSc in Positive Behaviour Support (Distance Learning)– ABAI route

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 values- and evidence-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 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 Show a capacity to effectively prioritise the demands of work and study.

9.5 Use information technology to a high level (e.g., 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 values, ethics, and professional practice relevant to the field of applied behaviour analysis, with a particular emphasis on its use in the field of intellectual and developmental disabilities. Indicative topics include:

• 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)**

## 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).

Bailey, J. & Burch, M. (2016, 3rd Ed.) *Ethics for Behavior Analysts.* Routledge.

Behaviour Analyst Certification Board. (2020). *Ethics code for behavior analysts.* <https://bacb.com/wp-content/ethics-code-for-behavior-analysts/>

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

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.

Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2018, 4th Ed.). *Behavior analysis for lasting change.* Cambridge Center for Behavioral Studies: Sloan Publishing.

1. **Learning and teaching methods**

Private study hours: 155

Contact hours: 45

Total hours: 200

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

Coursework - reflective case study (2,000 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 (section 12) 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* | *8.6* | *8.7* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Individual / group exercises and discussion | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| Case study - 2000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Timed quiz – – 1 hour | **X** | **X** | **X** | **X** | **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**

* 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

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 27/02/2023 | Major | 2023-24 | 5,7, 10, 11, 13.1 ,14. |  |
|  |  |  |  |  |

Revised FSO March 2018