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WELCOME

Welcome to the MSc in Applied Behaviour Analysis.

The aim of this handbook is to help you find your way around your course details and requirements, and to describe the facilities and functions of the Psychology School. It is intended to complement information found in the Students' Union Handbook and the University Calendar. The latter includes details of university regulations and procedures and may be consulted in the School office, TCD web, or Berkeley library.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions will be notified to students via email and amended versions will be made available to you on the WebCT/Blackboard. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar Part 2 and information contained in course handbooks, the provisions of the General Regulations will prevail. It is important that this handbook is read in conjunction with the Calendar, Part 2.

School of Psychology Staff and Research Interests

Please follow the link below for Academic Staff and their Research Interests.

http://psychology.tcd.ie/research/research-people.php

School Resources

Your timetable is accessible online at www.my.tcd.ie using your College assigned username and password. This is the only accurate version of the timetable and must be checked regularly as timetables are subject to change.

School Reading Room

The School reading room is situated on the ground floor (room 0.24). It may be used for personal study and for consulting items from the archive of undergraduate and postgraduate theses. The latter are located in the Staff/Postgraduate room (AAP1.43). Copies of recent undergraduate theses are available on the local pages of the School’s website. Journals taken by the School are held in the offices of particular staff members. A database containing this information as well as abstracts from School theses and final-year projects is available on the Psychology Workgroup Server, accessible from any computer on the college network.

Photocopying

The student photocopiers are on the ground floor and outside room 1.19 on the first floor and are operated by a card system. Cards may be purchased from the card dispenser outside the Computer Lab. At €3 (250 units) or €6 (520 units) each. The current charge is 3 units (4 cent) per A4 copy. The cards may also be used to operate the Laser printers in the School’s computer lab. Advice about the use of the photocopiers should be sought from Lisa Gilroy, AP1.28, ext. 1091, LMCULLEN@tcd.ie
Berkeley Library
The main psychology collection of books and journals is housed in the Berkeley library on the second floor and recent issues of Journals are to be found in the Periodicals Room in the basement of the new Ussher library, where there is also a photocopying facility.

General reference books, various indexes and a computer-based CD ROM database for psychology books and journal articles (called PSYCHLIT) are to be found on the ground floor of the Berkeley. Materials that have been specifically reserved for your use by course staff are held "on reserve" and may be requested from the counter on the ground floor. Some of these arrangements are subject to change with the recent completion of the Ussher library. See School notice-boards for updated information.

Please note that most Journals are not on open shelves but have to be requested from the "stacks". Less frequently used materials have to be brought on request from the library depository in Santry. Because the TCD library is a copyright archive, receiving by law all published materials in the British Isles, borrowing rights are restricted. The Student Lending collection is currently housed in the 1937 Reading Room. It tends to contain books specifically recommended by staff for student borrowing. It may also be worth checking out the Hamilton Library where an increasing number of psychology books can be found. All library staff will assist you with any problems, enquiries etc.

Computing Facilities
The School has a computer laboratory that contains 34 iMacs, mono A4/A3 and colour laser printers and a scanner (text and graphics) located in room 1.34 on the first floor. The laboratory is for student use, and is booked for undergraduate and postgraduate classes at regular times during term. At other times it will be available for individual use by undergraduates between 9.30 am and 4.45 pm Monday to Friday. You are advised to consult the notice-boards for information on the facility, such as opening hours, booking conventions, availability for testing subjects, printing arrangements, and so on. The laser printers are operated by a card system, and the cards may be purchased from the card dispenser outside the Computer Lab at €3 (250 units) or €6 (520 units) each. Monochrome laser printer charges: A4 – 4 units, A4 double-sided – 8 units, A3 – 8 units, A3 double-sided – 16 units. Colour printer charges: A4 – 25 units. The cards may also be used in the photocopier on the ground floor and outside room 1.19. Advice about the use of the computers should be sought from Lisa Gilroy, AP1.28, ext. 1091.
The Technical team can be contact by email psytech@tcd.ie room AP1.30, ext. 2289.

College Computers
You are advised to read the Guide to Computing in College, available from the IT homepage, for information on the many and varied computers available and for access to an e-mail account.

Safety and Security
You should familiarise yourself with the School Health & Safety Regulations (see notice boards) and get to know the layout of the entire School as soon as possible, taking note of the various points of exit which you might use in the event of a fire. Fire drills are held from time to time and Lisa Gilroy is the School’s Safety Officer. The Technical Staff and Anne Marie Duffy are our Fire
Wardens. Please inform them of any potential sources of danger or problems of safety which you may notice.

We have had a number of security problems in the past, from full-scale burglaries to daytime theft of personal effects. To comply with regulations, by order of the Board, during lecture terms the School is closed to students from 5.45 pm, including the School computer lab, except when there is scheduled teaching or where special arrangements have been made. Please note that it is against the law to smoke in a public building such as the School. Eating and drinking are also not allowed in the School (excepting designated areas and official receptions).

Disability Service
Reasonable accommodations are routinely made for students with documented disabilities. Students are encouraged to register with the College Disability Service. Contact www.tcd.ie/disability/ for further information. Students with documented disabilities must register with Disability Services before appropriate accommodations can be made.

Graduate Student Union
Together with the Graduate Students' Union, the Dean acts as a voice representing the graduate students on various fora in College, including the University Council, Heads’ of School Committee, The Deans’ Committee, and the Research Committee. More information is available via http://www.tcd.ie/graduatestudies/

Trinity’s Graduate Students’ Union (GSU) established in 1973 is the representative body for all postgraduate students in Trinity College Dublin, the University of Dublin. The two sabbatical officers of the GSU work full-time and represent postgraduate students on all major committees including Board, Council, Student Life, Graduate Studies committee and Research Committee. The Union’s executive committee which includes representatives from all faculties convene on a monthly basis and more often when required. The objective of the Union is to effectively represent postgraduate students within the University, advocate on behalf of Union members on issues that impact your education internally and nationally; and to protect the interests of our union members during their studies.

Activities of the Union include: providing social and recreational facilities for postgraduate students; monitoring and developing the study and recreational facilities of the 1937 Postgraduate Reading Room; providing a Graduate common room for postgraduate students (located in house 7) and to provide and manage lockers for students in the 1937 Reading Room (rental is organised through the front office in house 6).

The GSU produces an academic and peer reviewed journal on an annual basis, the Trinity Postgraduate Review (http://trinitypostgradrev.wixsite.com/tcd-ie), and a literary magazine, College Green (www.collegegreenmagazine.com/). It also produces a postgraduate handbook for students with information on supports and services available to postgraduate students.

The GSU President works in the area of policy and strategy. The GSU Vice-President acts as the Welfare and Education Officer for postgraduates in TCD and provides confidential one-to-one advice, advocacy and support in areas such as student supervisor relationships and financial
hardship. The GSU Communications Officer informs you on a weekly basis of information, postgrad events and updates from the university and the wider metropolitan community through the medium of a digital newsletter titled Postgrad News.

The GSU student representative overview can be found via https://www.tcdgsu.ie/becomearep/

The GSU website www.tcdgsu.ie provides the latest updates from the Union, information on elections, campaigns and connections to the Union’s social media platforms. Students can arrange meetings with the sabbatical officers via emailing either the GSU President Shane Collins at president@tcdgsu.ie or the GSU Vice-President Madhav Bhargav at vicepresident@tcdgsu.ie or by contacting the office landline at (01) 896 1169.

Graduate Studies
The Dean of Graduate Studies is the academic officer responsible for the admission, progression and examination of all postgraduate students in College.

As chair of the Graduate Studies Committee the Dean plays a central role in the approval of new courses of postgraduate study, and in setting regulations governing the award of degrees.

Further information can be found via http://www.tcd.ie/graduatestudies/about/roles/

Notice-boards
The ABA Psychology notice-board is located opposite Room 1.06 (first floor). There are several noticeboards located on both floors of the School.

Using Email
Email is a tool that we now almost take as much for granted as we do the telephone. Accordingly, official University and School correspondence is often sent to your TCD email address. You may also send email to staff in the school where appropriate and necessary. Remember to check your email regularly and use the following guidelines when using email for communicating to help you to get the most out of this valuable tool.

• Keep messages brief and to the point. It is important to remember that some people receive hundreds of email messages each week.

• Make sure the information you seek is not available elsewhere first, for instance, consult the student handbook, the school web-pages, school notice-boards, your classmates.

• Specify the topic of the email in the “subject” field so that your recipient will know what the email is about.

• E-mail is an electronic communication between people and should be written in good style, with correct grammar and punctuation. Use the Spell check option.

• Always include your full name, student number, when communicating with a lecturer, preferably at the end of the message. If you have a question relating to a class, be as
specific as you can and include all relevant information to help identify your class and lecturer.

- As a rule, use the title or form of address that you would use in verbal communication.

- Allow time for a reply. It is often not possible due to time constraints to respond immediately but most will try and respond promptly where possible. If your enquiry is urgent and you do not get a response within a reasonable timeframe, check with one of the School’s Administrative Officers as the individual may for instance be abroad.

- It can also be difficult and very time-consuming to provide detailed or lengthy responses to questions using email. It is probably better to attend a lecturer’s office hours to discuss those questions.

- Please do not send or forward chain email.

- Be careful how you express yourself using email and always re-read your messages before sending.

- E-mail is not private, even though it is treated confidentially, it is monitored and logged

Mobile phones
Mobile phones must be turned OFF during all class work such as lectures, practicals, seminars and tutorials and their use is permitted ONLY in designated areas (see notices). Please respect the fact that the School is a working environment.

GDPR
Information on IT Security in Trinity, including IT Security policy, GDPR Information, Awareness and Education Programmes, Recent Events and Useful Resources is detailed at http://www.tcd.ie/ITSecurity/. Information regarding GDPR policies and procedures is available on the following website: https://www.tcd.ie/info_compliance/data-protection/gdpr/

Resources and Support Services in the College
Student services are available in College, including those related to academic and personal supports. www.tcd.ie/students/supports-services/ will help you take advantage of everything Trinity has to offer for students. The student services handbook is also available on the website. For queries concerning application, admission, registration, record management, fees and payments please contact Academic Registry: https://www.tcd.ie/academicregistry/

Trinity Sport offer a range of fitness courses. More information can be found via http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubsbla

Clubs & Societies
Participating in one or several of the clubs, societies, volunteer groups or other social activities is an integral part of the College experience and one not to be missed. If you're interested in getting involved in the running of an activity, specifically in its website, then whether you get involved in something existing or want to start something new this is the place to come. http://www.tcdlife.ie/clubs-societies/
**DUCAC** is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. An Executive Committee and other sub-committees oversee the business affairs of DUCAC, including the Pavilion Bar. DUCAC receives funding from the Capitation Committee at the University and supplements its income with a percentage of profits from the Pavilion Bar. Further information can be found on their website [http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs](http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs).

**Links for University, Regulations, Policies and Procedures, Data Protection**

[http://www.tcd.ie/teaching-learning/academic-policies/](http://www.tcd.ie/teaching-learning/academic-policies/)
[https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf](https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf)
[https://www.tcd.ie/equality/policy/dignity-respect-policy/](https://www.tcd.ie/equality/policy/dignity-respect-policy/)

**Ethical requirements for placement and research with vulnerable participants**

Garda clearance is required for all students. Students are also required to sign a Statutory Declaration that they do not have any previous convictions, or any pending prosecutions in Ireland or elsewhere, for offences against children or offences against any person.

**National Framework Qualifications Guidelines**


**Quality Office**

The role of the Quality Office is to ensure that Trinity is aligned to national and international standards and regulations for quality, and supports the engagement of staff, students and stakeholders in quality assurance and quality enhancement activity [https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php](https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php).

**Graduation / Commencement**

After the results have been published, students can contact the Academic Registry to obtain details of graduation ceremonies. Please go to [http://www.tcd.ie/academicregistry/graduation/](http://www.tcd.ie/academicregistry/graduation/) for more information.

**Postgraduate Advisory Service**

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College Dublin, The University of Dublin. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.
Who?
The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you’re at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?
The PAS is located on the second floor of House 27 and is open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.
Phone: 8961417
Email: pgsupp@tcd.ie

What?
The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information in college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. All queries will be treated with confidentiality.

Transcript Requests
Students and graduates are entitled to request copies of their academic transcript from the appropriate course office in the School of Psychology. A minimum of 7 working days’ notice is required for such requests.

Warning About Plagiarism
Please take time to read the section below carefully. Please note that students are required to submit all coursework electronically and this work will be subject to screening for plagiarism using turnitin.com.

Taken from the Trinity College Calendar:
Plagiarism

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement. Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student’s work;
(b) enlisting another person or persons to complete an assignment on the student’s behalf;
(c) procuring, whether with payment or otherwise, the work or ideas of another;
(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
(iv) come across a distinctive methodology or idea and fail to record its source. All the above serve only as examples and are not exhaustive.

Plagiarism in the context of group work
Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism. When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised. 84

Self plagiarism
No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism. 85

Avoiding plagiarism
Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism. 86

If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student’s tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students’ Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. 87If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the
facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

88 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible.

There is no opportunity for resubmission.

89 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. 90 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.
**Note to Students**

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at [http://tcd.ie.libguides.com/plagiarism](http://tcd.ie.libguides.com/plagiarism)

We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at [http://tcd-ie.libguides.com/plagiarism/about](http://tcd-ie.libguides.com/plagiarism/about). You should also familiarize yourself with the Calendar entry on plagiarism located on this website and the sanctions which are applied;


(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at [http://tcd-ie.libguides.com/plagiarism/declaration](http://tcd-ie.libguides.com/plagiarism/declaration);

(iv) Contact your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

**COURSE INTRODUCTION**

The MSc in Applied Behaviour Analysis is a full-time postgraduate course open to those with an undergraduate Honours Degree in Psychology or related human service field. The course provides theoretical, ethical, practical, and basic modules that involve face-to-face classes presented by qualified staff with expertise in Behaviour Analysis. Theory and practice is interwoven throughout the course. Class time includes lectures, interactive sessions, seminars, group work, etc. Students are required to actively engage in the content and process through discussion and demonstration, including reference to their own work experiences to integrate theory and practice.

Year 1 of the MSc consists of 6 taught modules together with a professional clinical practice module, which runs over 9 months. All Modules are compulsory. See Appendix IV for a full description of the modules, and Appendix III for allocation of ECTS, contact hours and student workload.

The primary methods by which students are expected to learn are:

1. Active participation and note-taking during formal lectures, supported by course hand-outs posted on Blackboard [https://tcd.blackboard.com/webapps/login/](https://tcd.blackboard.com/webapps/login/)
2. Experiential learning methods e.g., role-play in class and with learning partner(s)
3. Student-led presentations
4. Essay writing, practical reports and in class tests
5. Private study of selected texts, books and journals
6. Literature review
7. Supervised professional practice
OVERALL AIM & OUTCOMES

This course aims to ensure that students become proficient in the practical application of the basic principles of Applied Behaviour Analysis as established by the Behaviour Analyst Certification Board®. The focus is on theory and related practices of the primary interventions and methods in Applied Behaviour Analysis (ABA). Every student must therefore be simultaneously engaged in a “placement” during the course to ensure that knowledge and skills are transferred from the classroom to practical application, under the supervision of a Board Certified Behaviour Analyst (BCBA®). Supervised practice hours are secured through employment and/or contracted volunteer hours in an education or human service setting.

This course is designed to accommodate practitioners working with persons with a developmental or intellectual disability, autism, children and adolescents in care, and/or those students presenting learning and/or behavioural challenges in school.

This course has “approved course sequence status” by the BACB®. During the course, students are provided with the coursework that prepares them to undertake the BACB’s international Exam leading to the status of Certified Assistant Behaviour Analyst (BCaBA, see www.bacb.com). Please note; the course does not provide all of the supervision hours necessary to be eligible to sit the board exam. Additionally, students are not required to take the Board certification exam as part of the course requirement.

COURSE PHILOSOPHY

The objective of the course is to establish and develop the student’s academic competence, professional knowledge and application of ABA. This is achieved through a combination of academic and experiential components together with supervised (small group and individual) professional practice experiences. This course does not propose a single or particular approach within ABA. It covers the primary and essential methodologies within the science of behaviour. The course allows students to develop a sound and broad foundation of behaviour analytic practice. Students are taught to apply the principles of behaviour analysis to a variety of clients with a range of difficulties.

COURSE OBJECTIVES

Following the completion of the course, student will be able to demonstrate, through a variety of assessment procedures:

1) Knowledge
   - A comprehension of the characteristics, definitions, and basic principles of Behaviour Analysis and an understanding of theory on which effective behavioural support and intervention ultimately rests.
That they are proficient in the practical application of the basic principles of Applied Behaviour Analysis with particular regard to individuals with developmental or intellectual disabilities and/or individuals with behavioural difficulties.

2) Skills Development

- That they can appropriately operationalise and clarify the difficulties of their clients and select and use a variety of assessment tools specific to those clients or difficulties.
- That they can develop comprehensive behavioural interventions that are grounded in behavioural principles, are appropriate and effective, and adhere to the ethical guidelines established by the Behaviour Analysts Certification Board (BACB®) and the Psychological Society of Ireland (PSI).
- That they can accurately measure, display and interpret behavioural data as well as critically evaluate experimental evaluations of interventions.
- That they can work within a coherent behavioural framework, with a view to improving learning, behaviour, practical skills, quality of life, and overall wellbeing of individuals.
- Ability to work with individuals with Autism and other developmental disabilities, children and adolescents in care, and/or individuals presenting with behavioural challenges.

3) Personal & Professional Development

- Develop a critical awareness of the professional and ethical standards outlined by the PSI and the BACB® and demonstrate behaviour in accordance with these guidelines.
- Write, to a professional standard, competent behavioural assessment reports and behaviour support/intervention programmes.
- Knowledge with respect to the types of issues they are likely to encounter in practice, and recognise where it is appropriate to consult and refer to a senior-level behaviour analyst.
- Skills required to be employed by special schools, private ABA schools, primary schools, and agencies serving individuals with intellectual/developmental disabilities or behavioural difficulties.

COURSE CONTENT AND CURRICULUM

The academic component of the course provides knowledge of the characteristics, definitions, theory and basic principles of Behaviour Analysis. The course is taught by means of lectures, seminars, video demonstrations, student presentations, role-play, and supervised practical work.
**Aims:**
The purpose of this course is to provide content in the behaviour analytic task list areas as outlined by the Behaviour Analyst Certification Board in three major sections.

**Content Area**
The course sequence is organized by three major sections based on the Behaviour Analyst Certification Board requirements. See www.BACB.com for more details.

*Section 1. Basic Behaviour Analytic Skills Section 2. Client-Centred Responsibilities Section 3. Foundational Knowledge*

All of which cover the following topics:

1: Ethical Considerations  
2: Definition and Characteristics  
3: Principles, Processes and Concepts  
4: Behavioural Assessment  
5: Experimental Evaluation of Interventions  
6: Measurement of Behaviour  
7: Displaying and Interpreting Behavioural Data  
8: Selecting Intervention Outcomes and Strategies  
9: Behaviour Change Procedures  
10: Systems Support

**TEACHING METHODS**

**Classes:** The core material will be provided in the classroom (180 hours) following interactive, experiential and didactic procedures. Students will be provided with material via Blackboard as well as in-class hand-outs.

**Learning Partner:** Students are encouraged to choose learning partners in the first few weeks of Michaelmas Term. Partners should meet fortnightly to discuss progress, set personal learning objectives and give each other support, encouragement and feedback. Where distance is a factor, this can be done via email, phone (including SKYPE) and periodic face-to-face meetings.

**Supervision:** Students on this course are required to engage in privately contracted individual supervision sessions approximately one hour per two weeks. Some of this time will involve direct observation of the student applying the knowledge and skills acquired on the course in their work setting under the supervision of a BCBA approved supervisor.

**Readings:** Students are provided with required reading assignments according to modules, and *it is expected that they will engage in supplementary reading on their own initiative on an ongoing basis throughout the duration of the course.* Reading assignments provided by individual lecturers and will be tailored to both module content and BACB® Task List. The TCD library houses a very good collection of related journals and books.
Primary Reading List

Required Texts for all Modules:


Additional Required Texts for Specific Modules:


ASSESSMENT

Modes of Assessment: Summative, Formative, Continuous, Facilitator Assessment
Assessment varies according to the requirements of the modules and each module has independent assessment. (Also see Appendix I). The modules are assessed by a combination of continuous assessment, exams and practical experience:

1. **Exams**: including long essay answers & multiple choice questions.

2. **Written assignments**: include in class and take home assignments on definition of ABA principles and operational definitions of target behaviours, ‘take-home’ assignment on Ethics, a 1,500 word literature review, a journal article summary and a written account of a specific case study. Written assignments must follow APA format.

3. **Practical Experience Assessment**: Facilitators make reports to the Course Director twice yearly indicating whether or not the student is meeting the criteria set by the course. The “Placement and Practicum Experience Supervision Form” is completed at the end of every supervision session and rates the student’s professional performance and knowledge and identifies areas that require further work. Facilitators and lecturers are advised to notify the Course Director as soon as there are any concerns around a student’s performance. While facilitators make recommendations to the Course, the ultimate authority on a student’s placement progress lies with the course committee and Court of Examiners.

4. **Students receive continuous assessment** and feedback in class and through their regular supervision sessions.

5. **Students keep a supervision portfolio** of their behaviour analytic activities and field work which is reviewed as part of the supervision process.

**SUPERVISED PLACEMENT**

*Supervised placement practice experience begins after the student commences classes and registers with the BACB®.* Placement continues throughout the duration of the course. The students must therefore be in a position to conduct practical assignments in a practice setting with multiple clients.

Course Requirements (PS7096 Supervised Practice): Students can spend 10-30 hours per week gaining *direct experience* (working with clients) or *indirect experience* (other related activities: literature searchers, planning meetings regarding the ABA intervention)) to accumulate a minimum of 100 hours across each academic year in a setting. (see Experience Standards BACB).

**Your Experience Category will be:** SUPERVIEWED INDEPENDENT FIELDWORK (1500 hours BCBA, 1000 hours BCaBA):

“To qualify under this standard at the BCBA level, supervisees must complete 1500 hours of Supervised Independent Fieldwork in behaviour analysis. To qualify under this standard at the BCaBA level, supervisees must complete 1000 hours of Supervised Independent Fieldwork in behaviour analysis. A supervisory period is two weeks. In order to count experience hours
within any given supervisory period, supervisees must be supervised at least once during that period for no less than 5% of the total hours spent in Supervised Independent Fieldwork. For example, 20 hours of experience would include at least 1 supervised hour”.

Please note that there is a limitation that no more than 50% of the experience hours accumulated in a supervisory period may be spent in direct implementation of behavioural programs. The remaining 50% must be spent on indirect activities. Please see your Supervision Handbook for more information and the BACB® Experience Standards Guide.

A total of 100 hours are required to complete the Supervised Practice requirements of each year of the course and can be gathered throughout the year. Students are required to engage in supervision for the equivalent of at least 5% of the total hours spent in fieldwork (experience): approximately one hour every 2-week period. The total supervision hours required by the course is at least 5 individual hours of supervision. Supervision is contracted privately by the student (through their employment or voluntary placement) and will occur at times arranged by the student and the supervisor. It is recommended that students arrange at least one site visit during the year.

Students may also attend additional group supervision. The supervisor may recommend that the student engage in specific reading or practical applications that may or may not be described or assigned as part of the module coursework. Students should aim to bring video footage to group supervision in order for those hours to be counted toward the BACB® / BCaBA certification.

Please note: the supervision requirements and experience for the course (a minimum of 100 hours of experience and 5 hours of supervision is different from the requirements set forth by the Behaviour Analyst Certification Board® in terms of the number of hours and the nature of supervision. Students who wish to become Board Certified should consult BACB.com for full details of supervision requirements. Please also read the Supervision Handbook provided as part of your course.

COURSE MANAGEMENT

The day to day functioning of the course is managed by the Course Directors. There is a course management committee that meets at least once annually consisting of the Head of School, the Director of Teaching and Learning, the Course Directors, one internal and one external lecturer from the course, and a BCBA® who supervises students from the course. This committee oversees the content and administration of the course, making recommendations and ensuring all college procedures are followed. They are consulted as needed throughout the year.

There is a Senior Behaviour Analyst not otherwise associated with the course, appointed as External Examiner to review the course structure and the student evaluation procedures. The Course Directors, core Lecturers, the External Examiner and selected members of the management committee form the Court of Examiners.

An elected Class Representative attends meetings with the Course Directors to discuss various issues throughout the year. S/he also liaises with staff on behalf of the class throughout the year.
and ensures all relevant forms and hand-outs are distributed / collected before and after each class.

**Review of Student Progress/Performance**

Course staff and facilitators/supervisors may discuss students’ progress amongst themselves in order to best contribute to and support the students’ professional development. Should there be any serious concern, it is brought to the student’s attention. The Course Directors or Designee will meet with any student failing a component of the course to plan remedial action. In exceptional circumstances, and with the approval of the court of examiners, attendance at a viva voce or other form of assessment may be required.

Students are required to have adequate performance in each and every aspect of assessment. If a student should fail any component, s/he must satisfy the Examiners by fulfilling such other work as the Course Director, and ultimately, the Court of Examiners decides. A student who wishes to exit following Year 1 of the programme will not be recommended for the Diploma if he or she fails to satisfactorily complete the course requirements and/or to reach a Pass standard in all assessments for the year including the supervised practice module. A student will be deemed to fail the course if he/she fails the same assignment twice, fails three different assignments on first submission, or fails their practical placement. All marks given during the year are provisional until agreed by the Court of Examiners (see the Marking section for more details).

A student who is thought to be demonstrably unsuitable for the work of Applied Behaviour Analysis by the course staff may be so advised and asked to leave the course. The External Examiner and/or Course Management Committee will meet if a student does not meet the course requirements. If a student is asked to leave before the end of Michaelmas Term, where full fees have been paid, a refund of half will be made if application is made to the Fees Office on or before the last day of term. Any student, who wishes to voluntarily withdraw from the course at any time, is requested to meet with the Course Director. Once final, they must provide a letter to the Course Director clarifying this decision and the date effective.

**LECTURES**

The sequence of lectures will be distributed to students prior to the beginning of each term. This course runs from the end of Sept to April.

**MICHAELMAS TERM: Monday, 9th September – Friday 13th December 2019**

**CHRISTMAS PERIOD: Monday 16th December – Friday 3rd January 2019**

**HILARY TERM: Monday, 13th January – Friday 17th April 2020**

**TRINITY TERM: Monday, 20th April – Friday 31st May 2020**

Please see link to Academic Calendar 2019-2020

[https://www.tcd.ie/calendar/](https://www.tcd.ie/calendar/)
### CORE COURSE STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Olive Healy</td>
<td>Course Director (MSc in ABA)</td>
<td>Tel. 01 896-1175 Email: <a href="mailto:olive.healy@tcd.ie">olive.healy@tcd.ie</a></td>
</tr>
<tr>
<td></td>
<td>Lecturer, Applied Behaviour Analysis,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TCD School of Psychology</td>
<td></td>
</tr>
<tr>
<td>Prof. Diana Ferroni</td>
<td>Lecturer, Applied Behaviour Analysis</td>
<td>Tel. 01 896-1175 Email: <a href="mailto:Bastd@tcd.ie">Bastd@tcd.ie</a></td>
</tr>
<tr>
<td>Bast</td>
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</tr>
<tr>
<td>Prof. Maeve Bracken</td>
<td>Course Director (MSc in ABA)</td>
<td>Email: <a href="mailto:mbracken@tcd.ie">mbracken@tcd.ie</a></td>
</tr>
<tr>
<td></td>
<td>Lecturer, Applied Behaviour Analysis,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TCD School of Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Course Administrator: Ms. Anne-Marie Duffy
Email: amduffy@tcd.ie
Phone: +353-1-8962290

### Occasional Lecturers

Additional adjunct lecturers are involved throughout the year.

### STUDENT COMMITMENTS:

Students are required to attend all course offerings, meet all deadlines and conduct themselves in a professional manner. Students are bound by all College Rules and Regulations published in the Trinity College Calendar. Students must inform the course administrator beforehand if they will be absent from any timetabled session. Students are responsible to meet with a course colleague to cover any missed material.

All students must join and maintain membership with the Association of Behaviour Analysis (http://www.abainternational.org) or the Psychological Society of Ireland (http://www.psihq.org/), or equivalent professional association agreed by the Course Director and are bound by the Code of Ethics of their professional body.

Students must carry their own student liability insurance throughout the duration of the course. Organisational insurance coverage is not sufficient. Students are also subject to Garda Clearance procedures. All students must sign and submit the School’s Statutory Declaration form available
Students must regularly check their college e-mail account and Blackboard (at least every other day) as this will be the primary method by which the course staff will pass on relevant information to them. They are responsible for using and completing all forms accurately (provided at the beginning of the academic year).

Students with any type of specific learning disability or other condition or circumstance that may require accommodation should notify the Course staff so that the necessary arrangements can be made. If applicable, they are also encouraged to register with the TCD Student Disability Service where they can access supports: www.tcd.ie/disability. The student must specify in writing if they prefer this information be kept confidential.

Guidelines for marking and procedures related to failed marks are established and made available to all students (see Appendix I & II). Papers may not be removed from the Department, but read on-site. Students they may not photocopy formal tests.

**Procedure for submitting work and receiving feedback**

All course work must be submitted to the Administrative Officer via email to msc.aba@tcd.ie. All assignments must state the following on a cover page:

- **Student Name, Module Code, Correct Module Title, Due date, Year**
  
  *e.g.*, Ann Doyle, PS7091, Ethics in ABA, 14.12.18, Year1

- **Statement of Compliance on Plagiarism**

  **If a module has more than one element please indicate, e.g. Behavioural Support Plan, Journal Summary, Literature Review etc**

  The coursework must be submitted via email by 4.30pm on the date due. A hard copy must also be submitted thereafter.

  Coursework feedback will be returned as per arrangement by your lecturer. You are strongly advised to keep a copy of all work submitted for assessment.

**Plagiarism and falsification of data**

As per School policy, proven plagiarism and falsification of data will have very serious consequences. Text and data may be randomly checked using manual and computerized methods. If evidence of plagiarism (including copying text from published work without placing that text in quotation marks) is established, then the project will receive a mark of zero and the most serious disciplinary action taken. The College’s policy on plagiarism applies to all aspects of
the research project. Note that this includes any evidence of the fabrication of data. http://www.tcd.ie/teaching-learning/assets/pdf/PlagPolicy02-06-2016.pdf

Appendix I: COURSE MARKING GUIDELINES

Appendix I: MARKING GUIDELINES

This course is Pass, Fail, and Distinction only. This means you will receive a categorical mark on each module and the overall mark for this course as Pass/Fail or Distinction. Numerical marks on each assessment and test will be provided as appropriate.

A distinction on Year 1 of this course shall require at least 70% in the aggregate mark for the taught modules amounting to 60 credits, where two modules can have an unrounded mark of at least 68% and the remaining taught modules must have an unrounded mark of at least 70% each plus an unequivocal Pass for the Supervised Practice Module.

All assessments (including supervision hours) must be passed in order for a student to be awarded with the Postgraduate Diploma in Applied Behaviour Analysis should they wish to exit after Year 1. The pass score is 50% (with the exception of the Supervised Practice Module which will be assessed only on a Pass/Fail basis).

One re-submission/re-sit will be offered at an agreed date for a failed piece of assessment. Failure on three assessment components at the first attempt, or a second fail on the same component, will result in the student failing the course. Feedback will be provided to the student in relation to the reasons for any failure.

Students must complete all assignments by the agreed dates and times. Any assignment not completed by the date and time due will result in an automatic fail unless an extension was granted by the Course Director prior to the date due. If there are serious reasons why deadlines cannot be met, an extension must be requested in writing to the Course Administrator using the appropriate request form seven days prior to the due date. Requests will be granted only in exceptional circumstances for example, personal ill-health or family bereavement. The request must be accompanied by supporting documentation. The Course Coordinator will notify you in writing if the extension was granted and will assign a new due date. Extensions without proper notice will be granted for emergency situations only with proper documentation. Failure to provide an assignment on the date due after one extension will result in a fail.

Students are required to attend all course offerings, meet all deadlines and conduct themselves in a professional manner. Students must inform the course administrator beforehand if they will be absent from any timetabled session or will miss part of the session. Attendance issues (both across and within each module) will result in referral to the Course Management Committee for deliberation to decide if the student can continue on the course. In certain cases, assignments may be allocated to cover missed content.
Students may wish to query any test items with which they disagree. This can be done on the test itself at the time or within one week of the mark having been published. Course Staff will consider these comments and consult with other staff as appropriate. Where appropriate, students’ marks may be modified in accordance with guidance from the External Examiner. Students must notify the Course Coordinator if there are any issues surrounding their marks or the examination within one week of receiving the mark.

Students are encouraged not to take exams if they are ill or deemed unfit to undertake examination as verified with proper documentation by a care professional or physician. Appropriate accommodations will be made for the student to sit the examination at a time deemed suitable to the student, Course Coordinator, and physician (with proper documentation).

The fieldwork facilitators/supervisors will monitor their supervisees practice and related written material on a continuous basis. A case study result that is clinically significant is not required for a pass. Student presentations will be assessed based on the overall coherence and adherence to sound behaviour analytic and experimental design procedures.

**Marks are not considered final until the Court of Examiner’s meeting. The External Examiner may change any mark or marks as deemed appropriate.**

**B. FAIL PROCEDURES**

A student who is in jeopardy of failing any aspect of the course may be required to enter a written contract with the Course Coordinator to agree a specific course of action on both parts.

**PROCEDURE FOR FAILED EXAMS**
- Clear feedback will be given to the student including the correct responses to questions answered incorrectly.
- The student will be required to sit a make-up test.
- Additional academic work may be required.
- An oral test may be administered if necessary

**PROCEDURE FOR FAILED LITERATURE REVIEW**
- Critical feedback will be provided in writing and the student must re-submit.

**PROCEDURE FOR FAILED DRP, FBA, BSP, AND CASE PRESENTATION**
- The student will be required to “re-work” the components of the case study deemed inadequate, and / or present a new case to meet criteria.

**PROCEDURE FOR INADEQUATE CLASS ATTENDANCE**
- The course director may prescribe an additional assignment when absences have been “approved”. The student may be asked to leave the course for inadequate class or supervision attendance.

Any passable make-up test or assignment will earn a mark not higher than 65%.
C. PROCEDURE FOR FAILED PLACEMENT

The reason for a Fail on placement evaluation for the Supervised Practice module must be clearly stated in writing and shared with the student. It is recognised that beginning students may not yet be fully informed as to the nuances of ethical behaviour and this will be taken into consideration in determining the course of action followed.

If a Fail was due to clearly and known unethical or illegal behaviour, the student will be referred to the Course Director who will consult as appropriate with members of the Course Management Committee to make a recommendation either to retain or withdraw the student. The student may also be referred to their particular Professional Society for follow-up depending on the nature of the infraction.

If a Fail was due to unethical behaviour of a less serious nature, it will be investigated with respect to College protocol and procedure.

If a Fail was due to poor development of applied behaviour analytic skills or not completing the required hours, the Course Director, Director of Teaching and Learning, BCBA® facilitator/supervisor, will meet to determine the most appropriate course of action. These might include:

- Continuing the current placement for a time period agreed beyond the original end date.
- Attending another placement for a time period agreed. Completing assigned academic work (readings, case study, etc.) Any other recommendations made by the supervisory group.
- Being withdrawn from the course.

The student must receive a Pass for the supplementary time on placement. If the student receives a 2nd Fail for placement, s/he will be withdrawn from the course.

D. FITNESS TO PRACTICE (ISSUES OF UNSUITABILITY FOR TRAINING)

With reference to the College policy on fitness-to-practice (FTP), the course committee for the MSc in ABA considers FTP issues in all aspects of course provision. Cases raising fitness to practice (FTP) issues fall into three categories:

1) cases where a student is deemed unsuitable to participate in a placement as a result of the outcome of Garda vetting procedures;
2) disciplinary offences; and
3) all other non-disciplinary cases.

Fitness-to-practice (unsuitability for training) covers issues that affect a student’s ability or suitability to fully participate in the MSc in ABA course and in related clinical and professional work whereby the requisite competencies and abilities outlined in the course learning outcomes are not or cannot be pursued and/or demonstrated.
It includes an inability or unwillingness to uphold appropriate professional standards of behaviour and conduct in all aspects of their professional work and relationships with others (including clients, peers, tutors, supervisors or other professional or staff groups). Such unsuitability may lead to significant problems in training which by themselves have not led to repeated placement failure or failure of a re-submitted piece of work. Where concerns over a student’s suitability arise, the Course Coordinator will consult with the student concerned and will refer the student’s case to the Head of School.

After consulting with the Junior Dean, or in the case of a student with a disability, with the Disability Officer, the Head of School will decide whether to formally refer the case to the Junior Dean. The Head of School will decide whether to refer the case to the Junior Dean to be dealt with under College’s disciplinary code or to have the case dealt with under the procedures for dealing with FTP cases that do not constitute disciplinary offences. (see College Fitness-to-Practice Policy http://www.tcd.ie/about/policies/fitness-to-practice-policy.php (these also contain appeal procedures).

E. APPEALS PROCEDURE

A student may request a 2nd or 3rd marking (where 2nd marking has already occurred) of any work, and/or a review by the Course External Examiner within one week of their marks being published. The Course Director may be approached at any time with a concern regarding their progress on the course. There are also the Director of Postgraduate Teaching and Learning in the School of Psychology (Prof. Jean Quigley, quigleyj@tcd.ie, +353-1-8962697 and the Head of School (Prof. David Hevey, heveydt@tcd.ie 01 8962406)) who can be approached by students about their marks or other concerns. However, students are strongly encouraged to contact the Course Director in the first instance.

Students who would like to follow a formal route of appeal should consult the Postgraduate Calendar for relevant procedures (https://www.tcd.ie/Graduate_Studies/currentstudents/admin/appeals/index.php). Students are also advised to seek guidance from the Postgraduate Advisory Service.

Formal appeals can be sought following the Board of Examiner’s meeting once the final marks have been agreed. However, issues surrounding marks must be discussed with the Course Director within one week after receiving the mark.

ECTS

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.
The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.
## APPENDIX II

### MSc in ABA Year 1 ECTS Table

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lecture Hours (includes tutorials)</th>
<th>Self-study &amp; Practical Application Hours (indicative)</th>
<th>Written Assignment Hours (indicative)</th>
<th>Total Hours</th>
<th>ECTS Credits</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Module 1 PS7090 ABA Definitions, Characteristics &amp; Basic Principles</td>
<td>45</td>
<td>120</td>
<td>35</td>
<td>200</td>
<td>10</td>
<td>3 HR Exam[MCQ and Written] 100%</td>
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<tr>
<td>Module 2 PS7091 Ethics in ABA</td>
<td>15</td>
<td>45</td>
<td>40</td>
<td>100</td>
<td>5</td>
<td>1.5 HR Exam [MCQ and Written] 50% Assignment 50%</td>
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<tr>
<td>Module 3 PS 7092 Selecting, Defining &amp; Measuring Behaviour</td>
<td>15</td>
<td>120</td>
<td>70</td>
<td>205</td>
<td>10</td>
<td>2 HR Exam [MCQ and Written] 50% Data Recording 50%</td>
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<tr>
<td>Module 4 PS7093 Behavioural Assessment</td>
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<td>60</td>
<td>50</td>
<td>140</td>
<td>5</td>
<td>FBA 100%</td>
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<tr>
<td>Module 5 PS7094 Behavioural Intervention, Measurement &amp; Evaluation I</td>
<td>38</td>
<td>120</td>
<td>60</td>
<td>218</td>
<td>10</td>
<td>Literature Review 35% Applied Case Study Project – Behaviour Support Plan 65%</td>
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<tr>
<td>Module 6 PS7095 Behavioural Intervention II</td>
<td>37</td>
<td>90</td>
<td>80</td>
<td>207</td>
<td>10</td>
<td>3 HR Exam [MCQ and Written] covering all content from PS7094 &amp; PS7095 100%</td>
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<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>180</strong></td>
<td><strong>945</strong></td>
<td><strong>325</strong></td>
<td><strong>1500</strong></td>
<td><strong>60</strong></td>
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<td>Module 7 PS7096 Supervised Practice</td>
<td>6</td>
<td>424</td>
<td>Incorporated into above</td>
<td>430</td>
<td>10</td>
<td>Supervised Practice Assessment Matrix</td>
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</table>
APPENDIX III

Trinity College Dublin
MSc in Applied Behaviour Analysis Year 1:
Programme Learning Outcomes
(Level 9, National Framework of Qualifications)

The MSc in Applied Behaviour Analysis is designed to provide training for practitioners who wish to train as Assistant Behaviour Analysts. On successful completion of this programme a student should be able to demonstrate:

1) Knowledge
   a) A comprehension of the characteristics, definitions, and basic principles of Behaviour Analysis and an understanding of theory on which effective behavioural support and intervention ultimately rests.
   b) That they are proficient in the practical application of the basic principles of Applied Behaviour Analysis with particular regard to individuals with developmental or intellectual disabilities and/or individuals with behavioural difficulties.

2) Skills Development
   a) That they can appropriately operationalise and clarify the difficulties of their clients and select and use a variety of assessment tools specific to those clients or difficulties.
   b) That they can develop comprehensive behavioural interventions that are grounded in behavioural principles, are appropriate and effective, and adhere to the ethical guidelines established by the Board Association for Behaviour Analysts (BACB) and the Psychological Society of Ireland (PSI).
   c) That they can accurately measure, display and interpret behavioural data as well as critically evaluate experimental evaluations of interventions.
   d) That they can work within a coherent behavioural framework, with a view to improving learning, behaviour, practical skills, quality of life, and overall wellbeing of individuals.
   e) Ability to work with individuals with Autism and other developmental disabilities, children and adolescents in care, and/or individuals presenting with behavioural challenges.

3) Personal & Professional Development
   a) A critical awareness of the professional and ethical standards outlined by the PSI and the BACB and demonstrates behaviour in accordance with these guidelines.
   b) That they can write, to a professional standard, competent behavioural assessment reports and behaviour support/intervention programmes.
c) That they can communicate effectively with colleagues, parents and clients, both orally and in writing.

d) Knowledge with respect to the types of issues they are likely to encounter in practice and recognise where it is appropriate to consult and refer to a senior-level behaviour analyst.

e) Skills required to be employed by private ABA schools, national schools, and agencies serving individuals with intellectual/developmental disabilities or behavioural difficulties.

Year 1 Course Modules (All Compulsory)

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<thead>
<tr>
<th>Course Code</th>
<th>Module Title</th>
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<tr>
<td>PS7090</td>
<td>ABA Definitions, Characteristics &amp; Basic Principles</td>
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<tr>
<td>PS7091</td>
<td>Ethics in Applied Behaviour Analysis</td>
</tr>
<tr>
<td>PS7092</td>
<td>Selecting, Defining and Measuring Behaviour</td>
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<tr>
<td>PS7093</td>
<td>Behavioural Assessment</td>
</tr>
<tr>
<td>PS7094</td>
<td>Behavioural Intervention I</td>
</tr>
<tr>
<td>PS7095</td>
<td>Behavioural Intervention II</td>
</tr>
<tr>
<td>PS7096</td>
<td>Supervised Practice</td>
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APPENDIX IV

MODULE DESCRIPTORS

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<tr>
<th>PS7090 Module 1</th>
<th>ABA Definitions, Characteristics &amp; Basic Principles</th>
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<tr>
<td>Degree Title</td>
<td>MSc in Applied Behaviour Analysis</td>
</tr>
<tr>
<td>ECTS Allocation</td>
<td>10 credits</td>
</tr>
<tr>
<td>Module Instructor</td>
<td>Prof. Diana Bast / Dr. Laura Gormley</td>
</tr>
</tbody>
</table>

Learning Outcomes:

On successful completion of this module, students will be able to:

- Describe the historical development of applied behaviour analysis. (1b)
- Describe the underlying assumptions of behaviour analysis. (1b)
- Define the features and characteristics of applied behaviour analysis (1b)
- Describe the distinction between behaviourism, the experimental analysis of behaviour, and applied behaviour analysis. (1b)
- Define and describe all basic behavioural principles, behaviour analytic terms and concepts (1a, 1b)
- Describe and discuss types of settings in which Applied Behaviour Analysis is used. (1a,1b)

Syllabus Outline:

Introduction to Applied Behaviour Analysis:
- Distinguish between behaviourism, the experimental analysis of behaviour, and applied behaviour analysis.
- Historical perspective on the development of behaviour theory.
  - Pavlov, Thorndike, Watson, Skinner,
  - Methodological vs. radical Behaviourism
- Free will vs. Determinism
- Applications of ABA & Impact on contemporary practice
- Distinguish between mentalistic and environmental explanations for behaviour
- Describe and explain behaviour including private events in behaviour analytic terms.
- Key early research in the development of Applied Behaviour Analysis Impact of ABA in contemporary practice in applied settings.

Behavioural Theory/Models of Learning:
- Operant behaviour and operant learning
- Respondent behaviour and respondent learning
- Radical Behaviourism
Behavioural Principles, Processes, & Concept

**Teaching Procedures:** Lectures

**Assessment:**
Exam: MCQ and Essay Answer Questions

**Required Readings:**

**Textbooks:**

**Supplementary Readings:**
Seminal articles in the development of ABA in clinical and educational settings (provided by instructor).

Learning Outcomes:

On successful completion of this module, students will be able to:

- Describe and discuss the ethical standards with regard to key issues of practice based on relevant professional codes of conduct (3a).

- Identify and reconcile contingencies that compromise the practitioner - client covenant, including relationships among the practitioner, the client and other parties (3a, 3c, 3d).

- Discuss the issues regarding a client’s right to treatment, including non-aversive versus aversive/coercive procedures (3a, 3d, 2d).

- Describe the process for obtaining informed consent (3a)

- Be proficient with regard to note keeping, communication and related procedures, including maintaining client confidentiality (3a, 3b, 3c).

- Define and apply methods to assure the quality of empirically-derived interventions and treatments and the credentials of others (3a, 3c, 3d)

Syllabus Outline:

American Psychological Society
Behaviour Analysis Certification Board
Guidelines for Responsible Conduct for Behaviour Analysts (August 2004)
Disciplinary Standards and Procedures for Appeal
Psychological Society of Ireland
Code of Professional Ethics (1999)

Teaching Procedures
In-class experiential exercises
On-line instruction on PSI Code of Ethics (internal to School)

Assessment
Ethics Assignment Code of Ethics Scenarios: 50%
Exam MCQ-based: 50%

Required Readings (provided by the Lecturer)
BACB - Disciplinary Standards and Procedures for Appeal
BACB - Guidelines for Responsible Conduct for behaviour Analysts (August 2004)
PSI - Code of Professional Ethics (1999)

Textbooks:


Special BACB Newsletter on Ethics 2014


Supplemental Readings


Learning Outcomes:

On successful completion of this module, students will be able to:

Select socially significant behaviours for intervention and to operationally define the behaviours for the purpose of measurement (1a, 1b, 2a, 2c, 3e).

Define and describe the measurable dimensions of behaviour (e.g., rate, duration, latency, or inter-response times) and to select the most appropriate measures in relation to behaviours of interest (1a, 2c, 3e).

Describe and apply data collection methods and to state the advantages and disadvantages of using various measurement procedures (1a, 2c, 3e).

Understand single-subject research design including and the ability to determine under which conditions would each research design be the most appropriate (2c).

Describe methods and procedures for increasing internal and external validity, reliability and accuracy in relation to research design (2c).

Calculate and graph various dimensions of behaviour and to visually inspect changes in data (2c, 3e).

Describe various methods to calculate interrater reliability and to apply those methods (2c).

Syllabus Outline:

Behavioural Measurement
Creating good operational definitions
Selecting socially significant behaviours to target
Methods of recording behaviour (event, duration, latency and interval methods)
Planning and directing observational procedures
Establishing inter-observer agreement
Identify and implement appropriate method of measurement for baseline and subsequent intervention.
Select and implement appropriate observational procedures and identify and conduct interobserver agreement.
Research Designs & Interpretation of Behavioural Graphs
Analysis
Basic conceptions
Induction versus deduction as methods of guiding scientific inquiry
Baseline data interpretation using trend lines
Logic of baseline
Determination of steady state from baseline data
Designs
Reversal/alternating designs
Multiple baseline/criterion designs
Evaluating research from practice and literature
Research Evaluation
Social validity
Generality issues
Scientific significance

**Teaching Procedures** Lectures

**Assessment**
Measurement and Research Design (MCQ Written Answers): 100%

**Required Readings:**


**Additional Text Books:**

Learning Outcomes

On successful completion of this module, students will be able to:

- Understand the concept of behavioural function and identify the functions of behaviour when observing clients in various contexts in the natural environment (1a, 1b, 2a, 2c, 2d, 2e, 3d, 3e).

- Identify, distinguish, and use different methods of functional behaviour assessment and to identify the conditions under which each assessment would be most appropriate (1a, 1b, 2a, 2c, 2d, 2e, 3d, 3e).

- Identify and describe the differences between functional behaviour assessment and functional analysis and to interpret data from these assessment methodologies (1a, 1b, 2a, 2c, 2d, 2e, 3d, 3e).

- Describe and use preference and reinforcer assessment methodologies to identify effective reinforcers for a variety of clients (1a, 1b, 2a, 2c, 2d, 2e, 3d, 3e).

- Understand and identify contextual variables such as, setting events and motivating operations, in relation to identification of behavioural function (1a, 1b, 2a, 2c, 2d, 2e, 3d, 3e).

- Understand the connection between functional behaviour assessment and the identification of appropriate treatments (1a, 1b, 2a, 2c, 2d, 2e, 3d, 3e).

Syllabus Outline:

- Functional behavioural assessment methods
- Functional Analysis
- Functions of behaviour
- Role of functional behavioural assessment in prevention and intervention
- Conducting a Functional Analysis
- Variations of Functional Analysis Procedures
- Interpreting descriptive and experimental functional assessment data
- Language Assessments - Review of Speech and Language assessments
- Behavioural-based language Assessments (ABLLS, VB-Mapp)
- Review of behaviour-based communication systems (i.e., Picture Exchange Communication Systems, Augmentative Communication)
- Skills-based Assessments (Vineland, etc.)
Selecting Interventions, Outcomes, & Strategies
Making recommendations to clients based on issues related to selection of appropriate interventions - clients rights to appropriate treatment, social validity, client preference, and current client repertoires.

Teaching Procedures Lectures, classroom exercises

Assessment:
Case Study Project (Functional Behaviour Assessment): 100%

Required Readings:


Supplementary Readings:


Learning Outcomes

On successful completion of this module, students will be able to:
Understand the concept of behavioural support and describe the relevance of behaviour support plans (1a, 2a, 2b, 2d, 3a).

Demonstrate the important relationship between the identification of behavioural function and the selection of best-practice interventions (1a, 1b, 2a, 2b, 2c, 2d, 3e).

Review and synthesize research in the literature in relation to topics of interest and to use the information in the design of best-practice interventions (1a, 3c).

Understand, describe and apply a variety of interventions and technologies designed to decrease a range of challenging or undesirable behaviour and increase adaptive behavioural repertoires (1a, 1b, 2a, 2b, 2c, 2d, 2e, 3e).

Understand the influence of contextual or ecological variables in reducing undesirable behaviour and increasing adaptive behavioural repertoires. (1a, 2a, 2c).

Design effective behavioural interventions and to write appropriate and clear behaviour support plans (1b, 2a, 3b, 3c, 3e).

Syllabus Outline:

Behavioural Interventions to Decrease Behaviours (positive-based intervention)
Extinction schedules of differential reinforcement- DRO,
DRL, DRI, DRA Antecedent based interventions
Noncontingent reinforcement, etc.
Curricular revisions, EO manipulations
Functional Communication training
Automatically-maintained behaviour
Generalisation procedures
Token Economies, levels systems
Using preference assessments
Selecting Interventions based on Function
Behavioural Interventions for New Behaviours
Behavioural Shaping
Behaviour Chaining
Imitation, social behaviour
Using Behavioural Research and Behaviour Support Plan
Conducting a literature search
Selecting literature
Writing a review
Developing a Behaviour Support Plan

**Teaching Procedures** Lectures, classroom exercises

**Assessment**
Literature Review: 35%
Case Study project (Behaviour Support Plan): 65%

**Required Readings**

**Textbook:**

Seminal articles in ABA

**Supplementary Readings:**


Understand, describe and apply a variety of interventions and technologies designed to increase or develop adaptive behavioural repertoires such as, language, social skills, play and other adaptive repertoires (1a, 1b, 2a, 2b, 2c, 2d, 2e, 3a, 3e).

Demonstrate the use of effective reinforcers in relation to behaviour support plan implementation (1b, 2a, 2b, 2e, 3e).

Design and use systems to monitor the implementation of behaviour support plans and to train others to implement or monitor those plans (1b, 2c, 3c, 3e).

Describe and recognize the barriers to implementing behaviour support plans and to modify the environment to minimize such barriers (1b, 2a, 2d, 3d, 3e).

Determine and make environmental changes that reduce the need for behaviour analysis services (1b, 2d, 3e).

Distinguish between positive-based and punishment-based interventions and discuss the ethical issues surrounding their use (1a, 2a, 2b, 2d, 3a). Syllabus Outline:

Behavioural Interventions to Increase Behaviour Developing and training adaptive skills –
Language/communication
Social skills, play, and adaptive skills

Behavioural Interventions to Decrease Behaviour through punishment
Punisher Assessment
Ethical use of punishment
Service Delivery
Creating supportive environments
Reducing behavioural support
Organisational issues in service delivery

Key issues in staff training.

Teaching Procedures
Lectures

Assessment
Exam: 100% - MCQ and Written Answers

Required Reading:
Textbooks:


**Supplemental Reading:**


This Module provides for at least 100 hours of experience with at least 5 hours of individual offsite supervision over the duration of the course

**Learning Outcomes**
On successful completion of this module, students will be able to:

Uphold the ethical and professional standards of conduct and service in psychology/behaviour analysis *(1b, 3a, 3d, 3e).*

Implement best practice methodologies and tactics in the provision of behaviour analysis *(1b, 3a, 2e, 3e).*

Demonstrate competence in applying the principles of behaviour analysis to skills to individuals with intellectual/developmental disabilities, behavioural difficulties or individuals in care *(1a, 1b, 2a, 2b, 2c, 2d, 2e, 3e)*

Effectively accept and utilise feedback delivered during supervision sessions *(1b, 3c, 3d)*

Demonstrate cultural awareness and sensitivity in clinical practice (including age, disability, race, etc.) and to appropriately liaise with parents and other Professionals *(3a, 3c, 3d, 3e).*

Maintain appropriate written documentation in relation to behaviour analytic work *(3a, 3b, 3c).*

Demonstrate a commitment to and capacity for self-directed learning *(3e).*

**Teaching methods:**
Individual and small group supervision sessions.
Case presentations in supervision.

**Assessment:**
Review of Supervision Portfolio (Placement evaluation)-
- Mid-year Facilitator’s Statement of Progress/Evaluation, end of January each year.
- End-of-Year Facilitator’s Statement of Progress/Evaluation, May each year.
- Supervision Hours Tracking Log: Copy to be handed in by May each year.
- Fieldwork Experience Log: Copy to be handed in by May each year.

**Readings**
Current research articles as assigned by facilitators/supervisors in relation to the students’ individual work context.
Intellectual Property Guidelines
- Undergraduate and Taught Masters Student Researchers

In accordance with Section 1 of the TCD Policy, Practice and Regulations on Intellectual Property, Students who are not receiving a paid stipend from TCD and/or are fee-paying students, are owners of any intellectual property they create. The following guidelines aim to clarify principles of engagement and management of intellectual property when Students are engaged in research projects during the course of their Undergraduate/Taught Masters programmes.

TCD endeavours to protect and manage its IP in accordance with the TCD Policy, Practice and Regulations on Intellectual Property. As such TCD requires Students who are engaged in research projects as permitted by a supervising Principal Investigator (PI), to adhere to the following guidelines:

- All research projects and projects results should be considered confidential;
- No IP (ie data, results etc) should be disclosed/presented/disseminated/published without the permission of the supervising PI;
- Students must consult with their supervising PI prior to submitting an abstract/poster/project summary for public dissemination (internally or externally);
- Students must consult with their supervising PI prior to submitting their Thesis dissertation and/or depositing a publication to TARA via the TCD Research Support System;
- Supervising PIs may at their discretion, request that a Student sign an undertaking to assign IP and maintain obligations of confidentiality if necessary;
  - This may be dependent on terms and conditions of the funding underpinning a project; and
  - This may be dependent on the commercial sensitivity of the project.
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Students may be advised that their IP must be assigned to TCD in accordance with TCDs IP Policy;
  - Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and
  - The assignment would be facilitated by the Technology Transfer Office
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Student may be advised that a stay on a Thesis may be necessary to prevent public access - until such time that IP can be patent protected or otherwise disclosed. Any stay required, is in accordance with Section 1.38.15 of the University Calendar, Part III, “Withheld access “.

It is encouraged to always consult with the supervising PI with respect to the research project and what conditions may be attached in terms of ownership of IP, publication, confidentiality and thesis submission. Any concerns with respect to the above guidelines should be raised by the Student prior to selecting or being assigned a research project.

All queries regarding these guidelines can be directed to; Dr. Emily Vereker, Senior Patents & Licensing Manager Office of Corporate Partnership & Knowledge Exchange, Trinity Research & Innovation  emily.vereker@tcd.ie / ext 4152
1 https://www.tcd.ie/about/policies/assets/pdf/intellectual-property-policy.pdf