

**TRINITY COLLEGE  
DUBLIN  
SCHOOL OF PSYCHOLOGY**



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

**MSc Applied Behaviour Analysis**

**Year 2**

**STUDENT HANDBOOK**

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### **School Personnel**

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### **MSc in ABA Course Personnel**

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Bast, Asst Prof. Diana (Maternity Cover)	bastd@tcd.ie	+353-1-8961175
Duffy, Anne-Marie	amduffy@tcd.ie	+353-1-8962290

### **School of Psychology Staff & Research Interests**

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

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

**\*\*\*Please note that the course director Asst. Prof. Maeve Bracken is a part-time member of staff and is available on Tues, Weds and Thurs only\*\*.**

Please note that although every effort has been made to ensure the accuracy of the contents of this Handbook, it is not a legally binding document and the School of Psychology reserves the right to modify any element, subject to the normal regulations of the university. In the event of any

conflict or inconsistency between the General Regulations of the Board and this handbook, the provisions of the General Regulations shall prevail.

### **Overview of the MSc in Applied Behaviour Analysis (ABA)**

This course adds to behaviour analytic competency acquired in Year 1, by providing more advanced knowledge and skills in the field enabling graduates to skillfully address complex educational and clinical situations. Students also secure expertise in behaviour analytic research methodologies. Graduates of the TCD MSc in ABA should become leaders in this developing field of service provision both internationally and in Ireland and gain a desire for future academic study in ABA (PhD research).

The MSc in Applied Behaviour Analysis is designed to provide professional training for graduates and professionals who desire careers in the field of behaviour analysis. It is an intensive course with formal classes which run from early September until Springtime normally held one day every week and on occasional weekends. Additionally, students meet with their Board Certified Behaviour Analyst (BCBA<sup>©</sup>) for individual placement supervision from October to September in both years of the course.

“The BACB, Inc. <sup>®</sup> has approved the following course sequence as meeting the coursework requirements for eligibility to take the BCBA Exam <sup>®</sup>. Applicants will have to meet additional requirements to qualify”. During the course, students are provided with the coursework and a number of hours supervision that prepares them to undertake the BACB’s International Exam leading to the status of Board Certified Behaviour Analyst (BCBA, see [www.bacb.com](http://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.

### **The MSc in ABA provides training in three broad competency areas:**

- 1) Knowledge: acquisition of knowledge of Behaviour Analytic theory, research and practice.
- 2) Skills Development: through the supervision of research and practice.

3) Professional Development: acquisition of self-awareness, ethical awareness and professional attitudes and behaviours in all aspects of their work.

•On successful completion of this Masters course in ABA students should demonstrate the following:

**1. Knowledge:**

define and appropriately utilise the key terms, concepts and theories which are fundamental to the philosophy of ABA;

identify and address practical and ethical considerations in using various experimental designs;

use various methods of evaluating the outcomes of measurement and analytical procedures;

evaluate a wide variety of behaviour analytic applications across populations and in all areas of life.

**2. Skills Development:**

conduct experimental evaluations of their interventions, and accurately measure, display, and interpret behavioural data;

critically assess and evaluate all information from a behaviour analytic perspective;

list current problems and new insights within the field of ABA;

interpret, assess and evaluate research approaches and findings relevant to ABA;

employ originality and creativity in formulating and applying evidence-based arguments;

critique published research articles across a range of journals in the field from conceptual, methodological, and applied perspectives;

present findings in an appropriate, ethical and professional manner to a wide variety of audiences;

Accurately interpret appropriate literature through academic activity in order to develop and produce efficient approaches to behavioural issues.

### 3. Professional Development:

effectively initiate and lead behaviour analytic activity and take responsibility for the behavioural activities of individuals or groups;

apply their knowledge and comprehension, their critical awareness and problem solving abilities, within the context of research, in broader or multidisciplinary areas related to the work conducted by behaviour analysts;

act within the ethical guidelines of the accrediting professional body (Behavior Analyst Certification Board®);

Develop the skills required to accurately assess the literature on behavioural issues;

Develop the skills required to become an effective researcher.

### The Course Structure

#### Year 2 modules (all mandatory) and ECTS credits

Advanced Research & Data Analysis in ABA	10
Professional & Ethical Practice in ABA	10
Research Dissertation	30
Positive Behaviour Support	5
Theoretical Approaches in Behaviour Analysis	5

**60 Credits Total**

These modules involve face-to-face classes and/or tutorials and substantial independent study and research. Theory and practice are interwoven throughout the course. Class time may include interactive lectures, small group work, online attendance, formal student presentations etc. Students prepare for the assigned topic beforehand and actively engage in the content and

process through discussion and demonstration, including reference to their own work experiences to integrate theory and practice.

The Professional & Ethical Practice Module requires students to conduct ongoing assessments, interventions and evaluations of their work in a series of small scale and formal research projects with individual children and/or adults and client groups. Interventions are based on a review of the related literature and written up in replicable format and are overseen by the BCBA supervisor

### **Supervised Practice**

Students will be provided with a separate book of guidelines which offers a thorough account of the expectations for this module.

### **Fitness to Practice**

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 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.

FTP (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 Director 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: [www.tcd.ie/about/policies/fitness-to-practice-policy.php](http://www.tcd.ie/about/policies/fitness-to-practice-policy.php))

### **Assessment Methods**

Assessment varies according to the requirements of the modules and each module has independent assessment (see Appendices on individual modules).

### **Assessment and Progression**

(i) Students must observe all published deadline dates, which are final and have the status of examination dates. Course work submitted beyond the final deadline may be penalised at 5% per day, past the submission date, up to a maximum of two weeks after which the mark for the module will be calculated without the relevant element weighting. Where personal circumstances such as illness or bereavement have affected a student's ability to submit or attend an assessment element within the deadlines given, the student can apply to the Course Director on *ad misericordiam* grounds for an extension. An extension may only be applied for on the appropriate Extension Request Form which can be obtained from the Executive Officer (see Appendix 9).

(ii) The pass mark is 50% and each module must be passed independently at a minimum of 50%. The final mark for each module will be the mark derived from a combination of the assessment elements. Students who fail to achieve a minimum of 50% in a written assessment element may resubmit with a deadline for resubmission of one month from the publication of the initial results. Those who have not taken the opportunity to resubmit any failed assessment elements, will have an opportunity to resubmit failed written elements before the meeting of the court of examiners, which will present a final opportunity to moderate the result and decide the student's

progression. Only one resubmission will be allowed, and the maximum mark awarded for the resubmitted assignment is 50%.

(iii) There is no compensation between modules. All modules must be passed independently at a minimum of 50%.

(iv) Students must obtain credit for each academic year of their course by satisfactory participation in prescribed online activities and submission of designated assignments.

### **Assessment weightings (as seen in Appendix 1)**

As entry is allowed to Year 2 on the basis of the applicants' approved prior learning, the assessment model for Year 2 follows the decoupled version of 40% weighting for the taught elements or course work and 60% for the research dissertation.

### **Qualification for the award of Masters degree**

To pass Year 2 (carrying 60 ECTS) of the MSc in ABA a student must:

- (i) achieve an aggregated overall result in Year 2 of at least 50%
- (ii) achieve an aggregated mark of at least 50% in the taught element or course work of Year 2
- (iii) achieve a mark of at least 50% in all taught modules in Year 2
- (iv) pass taught modules amounting to 30 credits in Year 2
- (v) achieve a mark of at least 50% in the research dissertation carrying 30 ECTS
- (vi) Students failing to pass taught modules may re-submit required work within the duration of the course as provided for in the course regulations above.
- (vii) Students who, following the re-assessment, have failed to pass taught modules will be deemed to have failed overall, and may apply to repeat the course.
- (viii) Students who have passed taught modules in Year 1, but who do not achieve a pass mark in the research dissertation in Year 2, will be deemed to have failed Year 2. Such students may apply to repeat the year or may be awarded the associated exit Postgraduate Diploma on the basis of the modules passed in Year 1 (contingent upon completion of Year 1 of the course at Trinity). Those who exit with a Postgraduate Diploma are still deemed eligible to apply for the BCaBA<sup>©</sup> examination on the basis of the course content in Year 1.
- (ix) Students who enter with a Postgraduate Diploma from other institutions and who do not achieve a pass mark in Year 2, will exit the course without the exit award of Postgraduate Diploma in ABA from Trinity.

## **Assessment of Dissertation**

Regulations applicable to the submission and examination of dissertation are laid down in the Calendar Part 3 for a given academic year.

Assessment will be by means of a dissertation of 10,000-12,000 words based on the empirical investigation of a topic in Applied Behaviour Analysis. The dissertation will be assessed by two independent markers, and the student may be required to participate in a viva voce examination to discuss the dissertation. The dissertation must be passed independently at at least 50% and will make 60% of the overall marks in the final evaluation of the awarding of the M.Sc. degree.

Dissertation Supervisors must be College Staff or have academic links with College (e.g., Adjunct Lecturers).

## **Awarding of a Masters Degree**

The Court of Examiners will meet at the end of the academic year to moderate all of the results obtained by the students in order to return the final results to the Academic Registry and input them in SITS.

## **Awarding a distinction at MSc level**

A distinction shall require at least 70% in the research dissertation and at least 70% in the aggregate mark for only the taught modules amounting to 30 credits, where one module can have an unrounded mark of at least 68% and the remaining taught modules must have an unrounded mark of at least 70% each. In order to be eligible for a distinction the student must not have failed any assessment in the course of Year 1 and 2.

## **Procedure for submitting and reclaiming work**

- All coursework must be submitted via email to the Executive Officer at the email address [msc.aba@tcd.ie](mailto:msc.aba@tcd.ie) no later than 4.30pm on the Wednesday of the submission week. The time of the email will be used to determine whether the coursework was submitted by the deadline. You **must** use your TCD email to submit coursework.
- All coursework must include a feedback cover sheet showing student name, correct module title and code (see Appendix 10). All data sheets, background information etc

which pertain to the coursework must be scanned and included as part of the original emailed assignment.

- The coursework must be in Word™ format (or a compatible format) and must be submitted by email as **one** document. Coursework submissions containing several different documents will be returned to the student for re-submission. The re-submission must occur within the original deadline for it to be deemed as submitted on time. Please ensure to attach your cover sheet to assignments, we don't not accept a detached coversheet.
- **\*\*Coursework titles must be in the following manner when making email submissions: Module Code,Module Name,module Componet,Studentame,Year2.doc. Please note you must save the document and name it as follows (e.g. PS7080,Advanced Research and Data Analysis,Systematic Lit, Studentname,Year 2) All assignments need to be filed and this is why it is imperative that you save documents as instructed above\*\***
- Dates of assignments will be discussed during the initial Orientation session.
- Coursework feedback will be returned as per arrangement by your lecturer.
- All written work must be typewritten and of a professional standard. It **must** follow the latest edition of American Psychological Association Publication Manual (6<sup>th</sup> Ed).
- **\*Hard Copies are not required.**
- You are strongly advised to keep a copy of all work submitted for assessment.
- Client identification must be altered to insure confidentiality and anonymity on all submissions.
- Guidelines for marking and procedures related to failed marks are established and are available to all students. (see Appendix 11). Students are advised to read the comments of the markers on each of their submissions. No grades are final until agreed by the Course Court of Examiners meeting in August/September.

## **ABA Dropboxes**

The ABA Psychology drop box is located opposite Room 1.06 (first floor). Ethics Applications are processed online and information on deadlines can be found on local pages on the School of Psychology website <https://psychology.tcd.ie/local/Ethics/index.php>

## **Late submission of continuous assessment work**

Late submissions are not permitted. Students may however, make a case to the Course Director for deferred submission of work **ahead of a deadline only**, unless an acceptable medical certificate, or other appropriate documentation, has been submitted covering the period subsequent to the deadline. The Coursework Extension Form (see Appendix 9) is available from the Course Executive Officer. Individual lecturers are not in a position to grant extensions for coursework.

## **Appeals Procedure**

A student may request a 2nd marking of any work. A review by the Course External Examiner may also be requested in exceptional circumstances. Requests are made in writing to the Course Director. Students who would like to follow a formal route of appeal must do so within one week of the publication of results and are advised to consult the College's Postgraduate Calendar <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/introduction-and-general-regulations> for details of relevant procedures.

## **Plagiarism in Examinations and Continuous Assessment Work**

To commit plagiarism means to submit or present someone else's work or words as your own. This is illegal. All students should check their work through Turnitin© or a similar system prior to handing it in.

College procedures for evaluating a case of plagiarism have been set out in the College Calendar. The College Calendar outlines the steps for the summary procedure and describes the levels of plagiarism and the sanctions. The central repository for all information on plagiarism also contains the 2018-19 Calendar entry, the matrix outlining the different levels of plagiarism and the sanctions, as well as the online tutorial 'Ready, Steady, Write'.

It is located at <http://tcd-ie.libguides.com/plagiarism> . Students are required to complete the online tutorial on plagiarism ‘Ready, Steady, Write’ and to sign a declaration that they have done so when submitting course work for assessment.

## Course Management

### Ex officio members of the course committee

Ex officio role	Name	Academic Title
Head of School	David Hevey	Prof. in Psychology
Director of Teaching & Learning	Jean Quigley	Prof in Psychology
Course Directors	Yr. 2: Maeve Bracken (Chair) Yr. 1: Olive Healy / Diana Bast	Prof in Psychology Prof in Psychology
Representative of external lecturers	Ken Kerr Ian Stewart	Adjunct Lecturer in Psychology Adjunct Lecturer in Psychology
All Module Coordinators	As appropriate	
Administrative Support	Anne-Marie Duffy	Executive Officer

This committee will oversee the academic integrity, administration, and future development of the course, make recommendations to insure maintenance of the standards of the course, and insure all college procedures are followed. Members will be consulted by the Course Director as needed throughout the year.

### Course Evaluation by students

There are online evaluations which students may be invited to complete at the end of each semester. These are collated centrally by the College and are anonymous. When a new lecturer or topic is introduced, students may initially complete an evaluation for each class. At the end of each module, students are also encouraged to complete the module evaluation form which is on Blackboard.

### Course review and external examiners

A Doctoral level Psychologist with expertise in Behaviour Analysis is appointed as External Examiner (Dr Aimee Giles) to review the course structure and offerings, and the student evaluation procedures. College procedures will be followed in this regard.

The Court of Examiners meets to consider and recommend those students who have met course criteria. It is anticipated that this meeting will take place each August/September each year.

### **Student Responsibilities**

Students are required to attend all course offerings, meet all deadlines and conduct themselves in a professional manner. They are bound by all College Rules and Regulations published in the Trinity College Calendar, including those related to Plagiarism.

Students must email the Executive Officer if they are absent from any timetabled session. Absence from a module requires a medical certificate and may result in referral to the Core Team and/or Course Management Committee for deliberation. Poor attendance could adversely affect advancement on the course and/or future letters of recommendation. Students should also arrange for a classmate to give their apologies to relevant lecturers, unless they have done so themselves. They are responsible to meet with a course colleague to cover any missed material. If students miss any time from a module, they may be required to complete extra coursework which will be determined by the individual lecturer. It is the responsibility of each student to ensure that they provide copies of all course administrative requirements for their files (e.g. name of Supervisor, current certificate of professional indemnity, and so forth) and update these as necessary throughout the year.

***All students must join and maintain membership in a professional association (e.g. PSI or ABAI) agreed by the Course Director and are bound by the Code of Ethics of this professional body. Students must carry their own student liability insurance throughout the duration of the course. Due to the requirement of some clinical placements, students are subject to Garda Clearance procedures. All students must sign and submit the School's Statutory Declaration form.***

Students must regularly check their college e-mail accounts (at least twice weekly) as this will be the primary method by which the Course Director and core staff will pass on relevant information to them. The only email address through which students will be contacted, is that which is provided to them by IT Services at the beginning of the academic year when the registration process is complete. [www.tcd.ie/itservices](http://www.tcd.ie/itservices)

Students are responsible for using and completing all forms accurately and for submitting them on time. The forms are 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. The student must specify if they prefer this information to be kept confidential.

Any student, who wishes to voluntarily withdraw from the course at any time, is requested to meet with a core staff member. Once finalised, the student must provide a letter to the Course Director clarifying this decision and the date from which the withdrawal is effective.

### **Conferences**

You are encouraged to make every effort to attend conferences and to present your work at them. Conferences are an excellent means by which you can keep up with contemporary developments in your field (bear in mind that most published work has a two-year time-lag between the time it was carried out and the time it appears in print in a journal).

Presenting the results of your work at a conference keeps the wider community apprised of its (and your) existence. You will gain valuable experience, and constructive feed-back. For information on forthcoming conferences, consult the Conference notice board in the Reception area, the Irish Psychologists national and international diary columns, and your supervisor. Students are advised to attend the Division of Behaviour Analysis conference which is held each year also.

### **Timetable**

Your timetable is accessible online at [www.my.tcd.ie](http://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.

### **Locations & Rooms**

Room numbers with a decimal point (e.g., **AP0.09**) are in Arás an Phiarsaigh (AP); four digit room numbers (e.g., **AB2037**) are in the Arts Building (AB); **LB 11** is in the Lloyd Building (LB) at the back of College; and rooms that are prefixed with a **PX** are in Phoenix House (PX) on South Leinster Street. College maps may be accessed via the Trinity website here - <https://www.tcd.ie/Maps/>

Project rooms are available to Psychology students in Áras on Phiarsaigh. There are two on first floor, 1.02 and 1.37 and three on the ground floor 0.32, 0.34, 0.36. If you need to book a project room there are booking sheets on each door where you can book the slot you require. Keys for

the rooms are available from room 1.42, please sign the key out when you take it and back in when you return it. Please ensure you lock the door when you have finished.

## **WELFARE ISSUES**

Students may raise issues concerning their welfare, well-being, or ability to progress satisfactorily with their Course Director. If students have a complaint against the Course Director, they should contact the Head of School to discuss the issue.

### **The Postgraduate Advisory Service**

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. 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 website:

[http://www.tcd.ie/Senior\\_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/)

#### **Where?**

The PAS is located on the second floor of House 27. They are open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 8961417 Email: [pgsupp@tcd.ie](mailto: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 on 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. If in doubt, get in touch. All queries will be treated with confidentiality.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with PAS.

### **Safety and Security**

You should familiarise yourself with the school's Health & Safety Regulations, 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 (896 2289; [psytech@tcd.ie](mailto:psytech@tcd.ie)). Anne-Marie Duffy is also a Fire Warden and can be contacted in room 1.42, ext 2290. Please inform her of any potential sources of danger or problems of safety which you may notice.

We have had a number of security problems in the recent past, including daytime theft of personal effects. The School's access doors are locked at 5 pm. Please ensure that doors are locked after entry. In term-time (Monday to Friday) the external door of Aras an Phiarsaigh is locked at 9.45 p.m. and out of term at 5.45 pm. On Saturday (term-time) the external doors are open at 8.30 a.m. and closed at 12.45 pm. Codes are needed after this time (and can be obtained from any member of staff). Your postgraduate ID needs to be coded to operate the swipe card entry system. Please do not leave lock on latch – this is for your own safety. If you are still in the building, please ensure that the exit door is firmly closed behind you when you leave. In general, think about safety and security and act accordingly. Do not hesitate to report anything unusual to any staff member. The College Emergency No. is: **01 8961999**.

### **Change of address**

The College records your postal address and contact details from your application for the course. Any changes should be submitted to [srecords@tcd.ie](mailto:srecords@tcd.ie) on your portal page (my.tcd.ie).

## **FACILITIES AVAILABLE TO POSTGRADUATE STUDENTS**

### **Libraries**

There are a number of very useful pamphlets dealing with various aspects of the library system. Even if you are not new to the College, go on a conducted tour of the library (ask for information on tours in the Berkeley library). Above all, do not hesitate to ask the library staff for assistance - they are very helpful. The subject librarian for the School of Psychology is Ms Geraldine Fitzgerald (896 3322).

The Library will obtain copies of journals, books and theses from other libraries on request. There is a charge for these inter-library loans. The Library will always consider requests for books which are not in stock. For a small fee it is possible to obtain photocopies of journal articles and sections of books. Finally, TCD also has an on-line database of Psychology journals. This list of available journals is not comprehensive but many of the main journals in Psychology can be found there.

Electronic journals can be accessed by the College Library website (<http://www.tcd.ie/Library/Local/Einfo/>).

### **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.

### **School Database**

This database holds electronic versions of the Handbook and other documents relevant to your course and the School of Psychology.

MSc Dissertations completed since 2009 are also held on the database and may be accessed by students. <https://psychology.tcd.ie/local/>

The ABA staff team also hold copies of several tests and measurements which are useful for data collection. Please speak to the individual staff member where appropriate.

## **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.

## **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. For any questions in relation to photocopying cards/photocopiers/top up please contact Lisa Gilroy, room 1.30, ext 2289, [psytech@tcd.ie](mailto:psytech@tcd.ie). The general email address for technical queries is [psytech@tcd.ie](mailto:psytech@tcd.ie)

## **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, room 1.30, ext 2280, [psytech@tcd.ie](mailto:psytech@tcd.ie)

## Notice-boards

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

## Email

If you do not retain your email address from Yr 1, you will automatically be given an email account, user name and password when you register. Your e-mail address will be: [username@tcd.ie](mailto:username@tcd.ie). However, you will need a different user name and password to access the School's computers - available from Lisa Gilroy, room 1.30, extension 2289, [psytech@tcd.ie](mailto:psytech@tcd.ie)

In all email communications with the School (or College) you must use your *tcd.ie* email address and include your student number with your signature.

## Tips on using 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

### **Disability Service**

Reasonable accommodations are routinely made for students with documented disabilities and students are encouraged to register with the College Disability Service [www.tcd.ie/disability/](http://www.tcd.ie/disability/)

There is a wide range of supports available for students with disabilities, including in-course, exam and library support. General supports will be available to all students registered with

the disability services and additional supports will be assessed through a needs assessment with a disability officer.

The Graduate Studies Office is also a dedicated resource for a range of queries for all postgraduate students - [https://www.tcd.ie/Graduate\\_Studies/currentstudents/index.php](https://www.tcd.ie/Graduate_Studies/currentstudents/index.php)

### **School and College Resources and Policies**

Please see useful links to University regulations, policies and procedures:

<http://www.tcd.ie/teaching-learning/academic-policies/>

<https://www.tcd.ie/about/policies>

<https://www.tcd.ie/equality/policy/dignity-respect-policy/>

### **Blackboard**

Lecture notes, schedules and assignment information for each module will be made available via Blackboard; College's Virtual Learning Environment (VLE) at <https://tcd.blackboard.com>

### **Student Health, Support and Counselling in College**

The Student Health Centre is located on campus. Student Counselling Service (SCS) and other support services, such as the Careers Advisory Service are located very close to the main TCD campus at 7-9 South Leinster Street, Dublin 2. Please see [http://www.tcd.ie/Student\\_Counselling/](http://www.tcd.ie/Student_Counselling/) for information on supports, facilities and services.

For student services please see <http://www.tcd.ie/students/supports-services/> please also see student services handbook

[http://www.tcd.ie/stdents/assets/pdf/Student%20Services%20Booklet%20\(web%20version\).pdf](http://www.tcd.ie/stdents/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf)

For queries concerning application, admission, registration, record management, fees and payments please contact Academic Registry: <https://www.tcd.ie/academicregistry/>

Postgraduate Taught Programmes students can find information on Fees and Registration, Exams, the University Calendar and Thesis Submission [www.tcd.ie/graduatestudies/students/taught/](http://www.tcd.ie/graduatestudies/students/taught/)

## **Dublin University Central Athletic Club – DUCAC**

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. 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.

For more information on the DUCAC committees please follow the relevant links below:

[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)

## **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/>

## **Societies**

Current TCD Students can join TCD Societies. Presentation of a student card and registration with a valid TCD email address is necessary for registration. More information can be found on the webpage <http://trinitysocieties.ie/>

## **Graduate Students' Union/ Aontas Na N-Iachéimithe**

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/](http://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 website [www.tcdgsu.ie](http://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](mailto:president@tcdgsu.ie) or the GSU Vice-President Madhav Bhargav at [vicepresident@tcdgsu.ie](mailto:vicepresident@tcdgsu.ie) or by contacting the office landline at (01) 896 1169.

### **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>

## **National Framework Qualifications Guidelines**

The *Qualifications Frameworks - A European View* tab provides you with information on the relationship between the Irish NFQ and the EQF and QF-EHEA <http://www.nfq-qqi.com/index.html>

## **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/> for more information.

## **Transcripts**

Students and graduates are entitled to request copies of their academic transcript from the course executive officer. Requests must be made in writing via email. A **minimum** of 7 working days' notice is required for all requests.

## **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/](https://www.tcd.ie/info_compliance/data-protection/gdpr/)

## Appendix 1: Assessment Weightings of Modules

Year 2	Module Co-Ordinator	Teaching Staff	ECTs	Assessment & Internal Module Weighting in SITS	Assessment Weightings
<b>Module 8 PS7080:</b> Advanced Research & Data Analysis in ABA	Asst. Prof Maeve Bracken	Asst. Prof Olive Healy	10	Systematic Review 85% Exam 15%	13.3% weighting
<b>Module 9 PS7301:</b> Professional & Ethical Practice in ABA	Asst. Prof Maeve Bracken	Asst. Prof Maeve Bracken  BCBA Facilitators	10	Behaviour Support Plan 65% Presentation 20% Exam 15%  Supervised Practice Assessment Matrix (Pass/Fail) comprising; -Intermediate & End of Year Facilitator Feedback -Supervision Tracking Log -Fieldwork Experience Log See Appendix 5a-5d for details	13.3% weighting
<b>Module 10 PS7084:</b> Research Dissertation	Asst. Prof Maeve Bracken	Asst. Profs Maeve Bracken/Olive Healy/Rita Honan/Ian Grey	30	Dissertation 100%	60% weighting
<b>Module 11 PS7302:</b> Positive Behaviour Support	Asst. Prof Olive Healy	Dr Ken Kerr	5	Exam 15%, Case study formulation and analysis 85%	6.6% weighting
<b>Module 12 PS7077</b> Theoretical Approaches in Behaviour Analysis.	Asst. Prof Maeve Bracken	Dr Ian Stewart (NUIG)	5	Essay 85%, Online tutorial and quiz on RFT, 15%.	6.6 %weighting

## Appendix 2: A tabular analysis of student workload across the module spectrum

Modules Year 2	Class Hours	Self-study & Practical Application Hours	Written Assignment Hours	Total Student Effort Hours	Assessment	ECTS
<b>Module 8 PS7080:</b> Advanced Research & Data Analysis in ABA	30	120	50	200	Systematic Review 80% Exam 20%	10
<b>Module 9 PS7301:</b> Professional & Ethical Practice in ABA	30	120	50	200	Behaviour Support Plan 65% Presentation 20% Exam 15%  Supervised Practice Assessment Matrix (Pass/Fail) comprising; -Intermediate & End of Year Facilitator Feedback -Supervision Tracking Log -Fieldwork Experience Log See Appendix 5a-5d for details	10
<b>Module 10 PS7084:</b> Research Dissertation	15	290	295	600	Dissertation 100%	30
<b>Module 11 PS7302:</b> Positive Behaviour Support	15	60	25	100	Exam 15%, Case study formulation and analysis 85%	5
<b>Module 12 PS7077</b> Theoretical Approaches in Behaviour Analysis.	15	60	25	100	Essay 85%,  Online Quiz 15%.	5
<b>Total</b>	<b>105</b>	<b>650</b>	<b>445</b>	<b>1200</b>		<b>60</b>

## **Module Descriptors: Module 8 PS7080:      Advanced Research and Data Analysis in ABA**

<b>ECTS weighting</b>	10
<b>Semester/term taught</b>	Michaelmas
<b>Lecture Hours</b>	30
<b>Module Co-Ordinator</b>	Asst. Prof Maeve Bracken
<b>Module Instructor:</b>	Asst. Prof Olive Healy

### **Module Aims:**

The aim of this module is to provide students with knowledge of the methodological approaches in behavioural and psychological research and a critical orientation towards research appraisal. Students should also have knowledge of and skills in case research design and demonstration of experimental control.

### **Learning Outcomes**

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

1. Provide a rationale for using single-case experimental designs to demonstrate functional relations and to evaluate treatment effectiveness. (Programme Outcomes 1c, 2a, 2d)
2. Discuss in detail, methodological problems, obstacles and limitations involved in single-case research designs including the issues of reliability, validity, trustworthiness, measurement accuracy, variables. (Programme Outcomes 1b, 1c, 2a, 2d, 2f)
3. Describe the purpose/aim of social validity and state the levels and methods in which social validity should be assessed. (Programme Outcomes 1b, 3b, 3c)
4. Use a variety of designs including withdrawal, reversal, multiple baseline, alternating treatments, and changing criterion and identify and address practical and ethical considerations in using these various experimental designs. (Programme Outcomes 1a, 1b, 1c, 2a, 2b,2e, 2d, 2f)
5. Make decisions about behavioural interventions or experimental designs based on the systematic manipulation of independent variables and the interpretations of level, trend and variability within the subsequent data. (Programme Outcomes 1a, 1b, 1c, 2a, 2b,2e, 2d, 2f, 3a)
6. Source and read other literature reviews to develop their understanding of how such documents are prepared and written. (Programme Outcomes 2h, 3d)
7. Select a topic that requires synthesis based on multiple published research articles (Programme Outcomes 2h, 3d, 3e).
8. Find other reviews of the topic(s) and develop a rationale for an additional review of the research area (Programme Outcomes 2h, 3d).
9. Identify which search engines and databases that will be used (Programme Outcomes 3d, 3e).
10. Choose appropriate and comprehensive keywords which will be used to conduct searches (Programme Outcomes 3d, 3e).
11. Develop rationales for the inclusion criteria and exclusion criteria (Programme Outcomes 3d, 3e).
12. Develop a rationale for data extraction and proposed analysis (Programme Outcomes 3d, 3e).

13. Draw the data together to provide a conceptual overview of the phenomenon (Programme Outcomes 2c, 2h, 3d, 3e).

**Teaching mode:** Lecture

**Assessment:** Exam 15%, Systematic literature review 85%

**Recommended Readings:**

- Alberto, P.A., Troutman, A.C. (2003). Applied behavior analysis for teachers, 6th ed. Merrill Prentice Hall
- Bailey, J.S. and Burch, M. [(2002). *Research Methods in Applied Behavior Analysis*. Sage Publications, Inc.
- Cooper, J.O., Heron, T.E., and Heward, W.L. (2007). Applied Behavior Analysis. Prentice-Hall.
- Hayes, L. J., Binder, L. M., Manthey, S., Sigman, C., and Zdanowski, D. M. (1998). Using a self-control training procedure to increase appropriate behavior. *Journal of Applied Behavior Analysis*, 31, 203-210.
- Johnston, J. M., and Pennypacker, H. S. (2010). Strategies and tactics of behavioral research (2nd Ed.). Hillsdale, NJ: Erlbaum.
- Kazdin A. 2011, Single-Case Research Designs. Methods for Clinical and Applied Settings (2<sup>nd</sup> ed). New York, Oxford University Press

<b>Module 9 PS7301</b>	<b>Professional &amp; Ethical Practice in ABA</b>
<b>ECTS weighting</b>	10
<b>Semester/term taught</b>	Michaelmas & Hilary
<b>Lecture Hours</b>	30
<b>Module Co-Ordinator</b>	Asst. Prof Maeve Bracken
<b>Module Instructor:</b>	Asst. Prof Maeve Bracken

### Module Learning Aims

- To provide students with the practical knowledge of how to ethically design, conduct and manage research.
- To increase the application of knowledge and skills in Professional practice to a high standard
- To promote critical ethical decision making in complex environments
- To inform a high level of Professional standards of conduct and service
- To promote best practice standards and a high degree of competence in the provision of applied behaviour analysis

### Learning Outcomes

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

1. Describe in detail, the process for obtaining informed consent from clients, students, and/or their legal representative (Programme outcomes 1b, 3c).
2. Demonstrate through practice the ethical responsibilities with regard to the design, formal approval, implementation and evaluation of research (Programme outcomes 1b, 1c, 2c, 2e, 2f, 3c).
3. Describe ethical decision-making processes within the context of the research process through the use of case method (Programme outcomes 1b, 2f, 3b).
4. Present their research in a Professional manner demonstrating ethical and legal sensitivity and best practice principles (Programme outcomes 2g, 3c).
5. Complete a major research project including, conducting a literature review, formulating research questions, procedural issues and appropriate referencing. (Programme Outcomes 1a, 2b, 2c, 2d, 2e, 2f)
6. Present their clinical casework in a Professional manner demonstrating ethical and legal sensitivity and best practice principles (Programme Outcomes 2g, 3b, 3c)
7. Operate within, and promote ethical and Professional standards of conduct and service (Programme Outcomes 3c).
8. Effectively utilise and contribute to supervision sessions by; organising sessions in a timely manner, having appropriate documentation ready, having discussion cases prepared in advance and keeping a log of their sessions (Programme Outcomes 1b, 1c, 2b, 2c, 3b)
9. Reflect on and implement supervisory feedback (Programme Outcomes 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c)
10. Demonstrate Professional and ethical competence in the formulation of their client support plans (Programme outcomes 2g, 3a, 3b and 3c).

**Teaching Mode:** Lectures.

**Assessment:**

1. Behaviour Support Plan 65%, Presentation 20%, Exam 15%.
2. Supervised Practice Assessment (SPA) Matrix

The SPA Matrix is assessed on a Pass/Fail basis and comprises the following sections;

- Section 1: Facilitator Feedback, both at Intermediate and End of Year – Pass/Fail
- Section 2: Completion of supervision hours. Pass/Fail on attendance.
- Section 3: Fieldwork Logbook to indicate a minimum of 100 supervised placement hours

Facilitators provide information for Sections 1 and 2 of the SPA Matrix. Overall assessment is provided by the module coordinator.

**Recommended Reading List:**

- American Psychological Society (2002 + 2010 amendments). Ethical Principles of Psychologists and Code of Conduct
- Publication Manual of the American Psychological Association (2010) 6th Ed.
- Guidelines for Responsible Conduct for Behavior Analysts. Behaviour Analysis Certification Board (2010).
- Code of Professional Ethics. Psychological Society of Ireland (2011).
- Bailey, J.S. & Burch, M. R. (2011). Ethics for Behavior Analysts 2<sup>nd</sup> ed. New York: Routledge.
- Bailey, J.S. & Burch, M. R. (2010). 25 Essential Skills for Behavior Analysts. New York : Routledge

<b>Module 10 PS7084</b>	<b>Research Dissertation</b>
<b>ECTS weighting</b>	30
<b>Semester/term taught</b>	Michaelmas, Hilary & Trinity terms.
<b>Contact Hours</b>	15
<b>Module Co-Ordinator</b>	Asst. Prof Maeve Bracken
<b>Module Instructor</b>	Asst. Prof Maeve Bracken/Asst. Prof Olive Healy

### Module Aims:

To conduct an independent and rigorous research investigation into applied behaviour analysis whilst demonstrating:

- an analysis of psychological and behavioural research methodologies
- the ability to select and use methods of data collection and analysis appropriate to the enquiry
- familiarity with key theoretical and practical issues involved in the selected area of investigation and be able to delineate and define the key concepts
- the ability to use research skills and competencies appropriately in the design, execution and interpretation of the investigation or enquiry undertaken
- a level of presentation of the components and findings of the study to publishable standards, and
- the ability to self-evaluate and critically reflect on their own practical and academic work

### Learning Outcomes

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

1. Provide a clear rationale for the selection of a problem or issue to be studied (Programme Outcomes 2c, 2d, 2h).
2. Demonstrate good search skills in carrying out an appropriate review of the relevant literature and consideration of the implications for the proposed study (Programme Outcomes 2b, 2d, 2e, 2h, 3d, 3e).
3. Give a detailed account of the chosen area of investigation based on a wide reading of relevant literature in the area (Programme Outcomes 1a, 2c, 2d, 2f, 2h, 3b, 3c, 3d, 3e).
4. Develop a research plan based upon that reading (Programme Outcomes 1b, 1c, 2b, 2c, 2e, 2h, 3d).
5. Select and employ suitable methods and procedures for the collection and analysis of relevant data (Programme Outcomes 1b, 2a, 2h, 3d, 3e).
6. Discuss the results in terms of their implications for the hypotheses and the production of well-reasoned conclusions in terms of their significance and implications (Programme Outcomes 1b, 1c, 2b, 2c, 2e, 3e).
7. Produce a dissertation in the appropriate academic manner and in accordance with academic and Professional guidelines. (Programme Outcomes 1a, 1b, 1c, 2a, 2e, 2f, 2g, 2h, 3b, 3c).

**Teaching Mode:** Lecture, seminar

**Assessment:** A dissertation based on the principles and practices of ABA 100%

### Recommended Readings

- [Publication Manual of the American Psychological Association, 6th Ed \(2010\).](#)

<b>Module 11 PS7302</b>	<b>Positive Behaviour Support</b>
<b>ECTS weighting</b>	5
<b>Semester/term taught</b>	Hilary term
<b>Lecture Hours</b>	15
<b>Module Co-Ordinator</b>	Asst. Prof Olive Healy
<b>Module Instructor</b>	Dr Ken Kerr

### **Module Aims:**

This module addresses positive person-centred behavioural techniques that a practicing behaviour analyst will perform with some, but probably not all, clients. These tasks represent evidence-based procedures drawn from the empirical scientific base of behaviour analysis. The module covers procedures for developing, strengthening and maintaining behaviour through environmental modifications and functional equivalent skills teaching. Also covered within these areas are the topics of assessment, behaviour change considerations and implementation, and supervision.

### **Learning Outcomes**

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

1. Effectively demonstrate values led and person centered approaches to supporting people with a learning disability whose behaviours are perceived as challenging (1b, 2b, 2e, 3b).
2. Apply knowledge, skills and confidence to deliver positive behaviour support in practice, utilising the key theory and skills of applied behaviour analysis (Programme Outcomes 1a, 2b).
3. Demonstrate the knowledge and skills required to provide support and training to others delivering positive behaviour support (Programme Outcomes 3a).
4. Critically analyse the evidence base of a range of value based positive approaches to the assessment, treatment, support and evaluation of behaviours that challenge services and carers (Programme Outcomes 1d, 2c, 2d, 2e).
5. Critically evaluate the individual and organisational barriers to implementing positive behaviour support and identify and utilise a problem solving approach to overcoming these (Programme Outcomes 3a, 3b).
6. Demonstrate a conceptual understanding of the use of preventative measures and skill development procedures in reducing or altering behaviours perceived as challenging and a framework for collating empirical data to use in the development and evaluation of an intervention plan (Programme Outcomes 1a, 1c, 2b).
7. Apply knowledge and skills in developing data driven hypotheses in relation to behaviours perceived as challenging and analysing and presenting data (Programme Outcomes 1a, 2b, 2g).

**Teaching mode:** Lecture

**Assessment:** Exam 15%, Case study formulation and analysis 85%

**Recommended Readings:**

- Brown, F., Anderson, J., De Pry, R. (Eds.). (2015). Individual Positive Behavior Supports. A Standards-Based Guide to Practices in School and Community Settings. Brooks Publishing Co. Baltimore.
- Journal of Positive Behavior Interventions

<b>Module 12 PS7077</b>	<b>Theoretical Approaches in Behaviour Analysis</b>
<b>ECTS weighting</b>	5
<b>Semester/term taught</b>	Michaelmas term
<b>Lecture Hours</b>	15
<b>Module Co-Ordinator</b>	Asst. Prof Maeve Bracken
<b>Module Instructor</b>	Dr Ian Stewart (NUIG), Lecturer in Psychology

### **Module Learning Aims**

The purpose of this module is to familiarise students with behaviour-analytic approaches to language, encompassing Verbal Behaviour, equivalence, rule-governed behaviour and relational frame theory (RFT).

### **Learning Outcomes**

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

1. Describe the behaviour-analytic approach to language (Programme Outcomes 1a, 2b, 2c, 2e, 2f, 3b)
2. Explain the elements of Skinner's Verbal Behavior (Programme Outcomes 1a)
3. Provide a detailed account of the various theories of equivalence (Programme Outcomes 1a, 2b, 2c)
4. Summarise the RFT approach to derived relations (Programme Outcomes 1a, 2b, 2c)
5. Describe how derived relations can be used in an applied setting (Programme Outcomes 1a, 2b, 2c, 2d2e)

**Teaching mode:** Lecture

**Assessment Details:** Essay 85%, online tutorial and quiz on RFT, 15%.

### **Recommended Readings:**

- Rehfeldt, R. and Barnes-Holmes, Y. (Eds.), (2010) Derived Relational Responding: Applications for Learners with Autism and other Developmental Disabilities. New Harbinger.
- Journal of Applied Behavior Analysis
- Journal of the Experimental Analysis of Behavior
- The Psychological Record
- Behavior Modification
- The Behavior Analyst

## Appendix 9: Coursework Extension Form

### School of Psychology

#### MSc ABA Request for Extension of Submission Deadline

Please note that students may make a case for deferred submission of coursework **ahead of a deadline only**, unless a Medical Certificate or supporting documentation has been submitted covering the period subsequent to the deadline.

**THIS FORM MUST BE COMPLETED AND RETURNED TO THE RELEVANT COURSE EXECUTIVE OFFICER Anne Marie Duffy or by email [msc.aba@tcd.ie](mailto:msc.aba@tcd.ie) ahead of the deadline. Do NOT request an extension from your Lecturer.**

Student Name & Year	
Student Number & Email	
Date of application	
Module Title (for which extension is being sought)	
Date Coursework Due	
Length of extension being applied for	
Intended date of submission	
Reason for extension request	
Lecturer's Name	
<b>For Executive Officer use only</b>	
Lecturer's Signature (if extension granted)	
Date extension granted	

## Appendix 10: Postgraduate Assessment Feedback Sheet

Name & Student ID: \_\_\_\_\_

Course Title: **MSc ABA** \_\_\_\_\_

Module Title: \_\_\_\_\_

Date: \_\_\_\_\_ Lecturer: \_\_\_\_\_

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: <http://www.tcd.ie/calendar>. I have also completed the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

Overall Mark

General comments and advice from lecturer on how to improve your work in the future

**Positive Points About Your Assignment:**

**Suggestions for Improvements:**

- *This is to be attached by the student to the front of their work before they submit it for marking. Students MUST fill in their name, module details etc.*
- *Grades are arrived at through marker's holistic judgment, informed by the marking criteria.*
- *The feedback you receive should help you to understand your overall level of performance for the assessment. Feedback should help you plan and execute work as well as understand how your grade was arrived at.*
- *Grades are provisional until the External Examiner has completed their review and all marks have been ratified at the Examination Board Meeting.*

## Appendix 11: School of Psychology Exam/Essay Marking Template (Adopted Jan. 2004)

In order to achieve a particular class, a substantial number of the positive qualities of that class need to be present (the positive qualities associated with lower classes will necessarily be present). The specific mark awarded within the class will depend upon the number of positive and negative qualities associated with that class that are present, and the balance between them.

The appropriate way to use this form is to circle the chosen mark and to tick off the relevant positive and negative qualities that led to the choice of that mark.

<p><u>Positive characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• Represents an attempt to answer the question</li> <li>• Shows some evidence of understanding of the topic</li> <li>• Shows some evidence of relevant reading or research</li> <li>• Includes one or more relevant ideas</li> <li>• Includes one or more relevant examples</li> </ul>	<p><u>Negative characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• The attempt to answer the question is not successful</li> <li>• An answer to a different question has been offered</li> <li>• Shows no or insufficient evidence of understanding of the topic</li> <li>• Shows no or insufficient evidence of relevant reading or research</li> <li>• Includes no or very few relevant ideas</li> <li>• Does not contain a sufficiently well-structured argument</li> <li>• Does not offer sufficient evidence to justify assertions</li> <li>• Does not include sufficient relevant examples</li> <li>• Lacks lucidity (is not adequately well-written)</li> <li>• Contains multiple or major errors</li> </ul>	<p><b>Fail</b></p>	<p><b>0</b></p> <p><b>10</b></p> <p><b>20</b></p> <p><b>32</b></p> <p><b>38</b></p>	
<p><u>Positive characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• Represents an attempt to answer to the question</li> <li>• Shows modest evidence of understanding of the topic</li> <li>• Shows modest evidence of relevant reading or research</li> <li>• Includes a small number of relevant ideas</li> <li>• Includes a small number of relevant examples</li> </ul>	<p><u>Negative characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• The answer to the question offered is not very successful, or is incomplete</li> <li>• One or more parts of the question have not been sufficiently addressed</li> <li>• Displays only a barely adequate knowledge of the material</li> <li>• Contains only just sufficient relevant information</li> <li>• Displays barely sufficient understanding of the material</li> <li>• Does not contain a sufficiently well-structured argument</li> <li>• Important omissions</li> <li>• Poor judgment as to relative importance or relevance of included material</li> <li>• Is insufficiently concise</li> <li>• Does not offer sufficient evidence to justify assertions</li> <li>• Does not include sufficient relevant examples</li> <li>• Lacks lucidity (weaknesses in writing style)</li> <li>• Poor or confused presentation of material; ideas inadequately communicated</li> <li>• Evidence of lack of understanding of material</li> <li>• Contains one or more important errors</li> <li>• Exceeds the prescribed word limit</li> </ul>		<p><b>Conditional Pass</b></p>	<p><b>42</b></p> <p><b>45</b></p> <p><b>48</b></p>

<p><u>Positive characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• Attempts to answer the question</li> <li>• Shows evidence of a basic to good understanding of the topic</li> <li>• Shows evidence of some relevant reading or research</li> <li>• Includes some relevant ideas</li> <li>• Includes some relevant examples</li> </ul>	<p><u>Negative characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• A rudimentary answer to the question</li> <li>• Part of the question has not been sufficiently addressed</li> <li>• Insufficient evidence of ability to apply material to specific question</li> <li>• Descriptive answer based on course material alone</li> </ul>		<p><b>52</b></p> <p><b>55</b></p>
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	<ul style="list-style-type: none"> <li>• Contains a poorly structured argument</li> <li>• Does not offer sufficient evidence to justify assertions</li> <li>• Does not include sufficient relevant examples</li> <li>• Lacking in detail and depth</li> <li>• Important omissions</li> <li>• The style of writing inadequate</li> <li>• Is insufficiently concise</li> <li>• Contains one or more minor errors</li> <li>• Exceeds the prescribed word limit</li> </ul>	<b>Pass</b>	<b>58</b>
<p><u>Positive characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• Answers the question clearly and fully</li> <li>• Fully addresses all parts of the question</li> <li>• Has a good structure and organisation</li> <li>• Shows evidence of a very good understanding of the topic</li> <li>• Shows clear evidence of relevant reading</li> <li>• Clearly explains relevant theory and cites relevant evidence</li> <li>• Contains reasoned argument and comes to a logical conclusion</li> <li>• Includes highly relevant ideas</li> <li>• Uses relevant examples</li> <li>• Demonstrates the ability to apply learning to new situations and to solve problems</li> <li>• Is well written</li> </ul>	<p><u>Negative characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• Could demonstrates more in the way of insight, imagination, originality or creativity</li> <li>• Does not answer the question in as fully and comprehensive a manner as would be possible</li> <li>• Could demonstrate more ability to integrate information</li> <li>• Could exhibit more critical thinking</li> <li>• Could exhibit more independence of thought</li> <li>• Could be more concise</li> <li>• Exceeds the prescribed word limit</li> </ul>	<b>Pass</b>	<b>62</b> <b>65</b> <b>68</b>
<p><u>Positive characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• Answers the question clearly and comprehensively, in a focused way</li> <li>• Has an excellent structure and organisation</li> <li>• Demonstrates characteristics such as insight, imagination, originality and creativity</li> <li>• Demonstrates the ability to integrate information</li> <li>• Exhibits sound critical thinking</li> <li>• Exhibits independence of judgement</li> <li>• Clearly explains relevant theory and cites relevant evidence</li> <li>• Contains reasoned argument and comes to a logical conclusion</li> <li>• Gives evidence of wide relevant reading</li> <li>• Includes a sufficient number of appropriate examples</li> <li>• Demonstrates a clear comprehension of the subject</li> <li>• Demonstrates the ability to apply learning to new situations and to solve problems</li> <li>• Is lucid and well written</li> <li>• Lacks errors of any significant kind</li> </ul>	<p><u>Negative characteristics that may be present:</u></p> <ul style="list-style-type: none"> <li>• Could demonstrates more in the way of insight, imagination, originality or creativity</li> <li>• Could exhibit more critical thinking</li> <li>• Could exhibit more independence of thought</li> <li>• Could be somewhat more concise</li> </ul>	<b>Distinction</b>	<b>74</b> <b>80</b> <b>87</b> <b>93</b> <b>100</b>

## Intellectual Property Guidelines

### Undergraduate and Taught Masters Student Researchers

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In accordance with Section 1 of the TCD *Policy, Practice and Regulations on Intellectual Property*<sup>1</sup>, 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](mailto:emily.vereker@tcd.ie) / ☎ ext 4152

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