



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

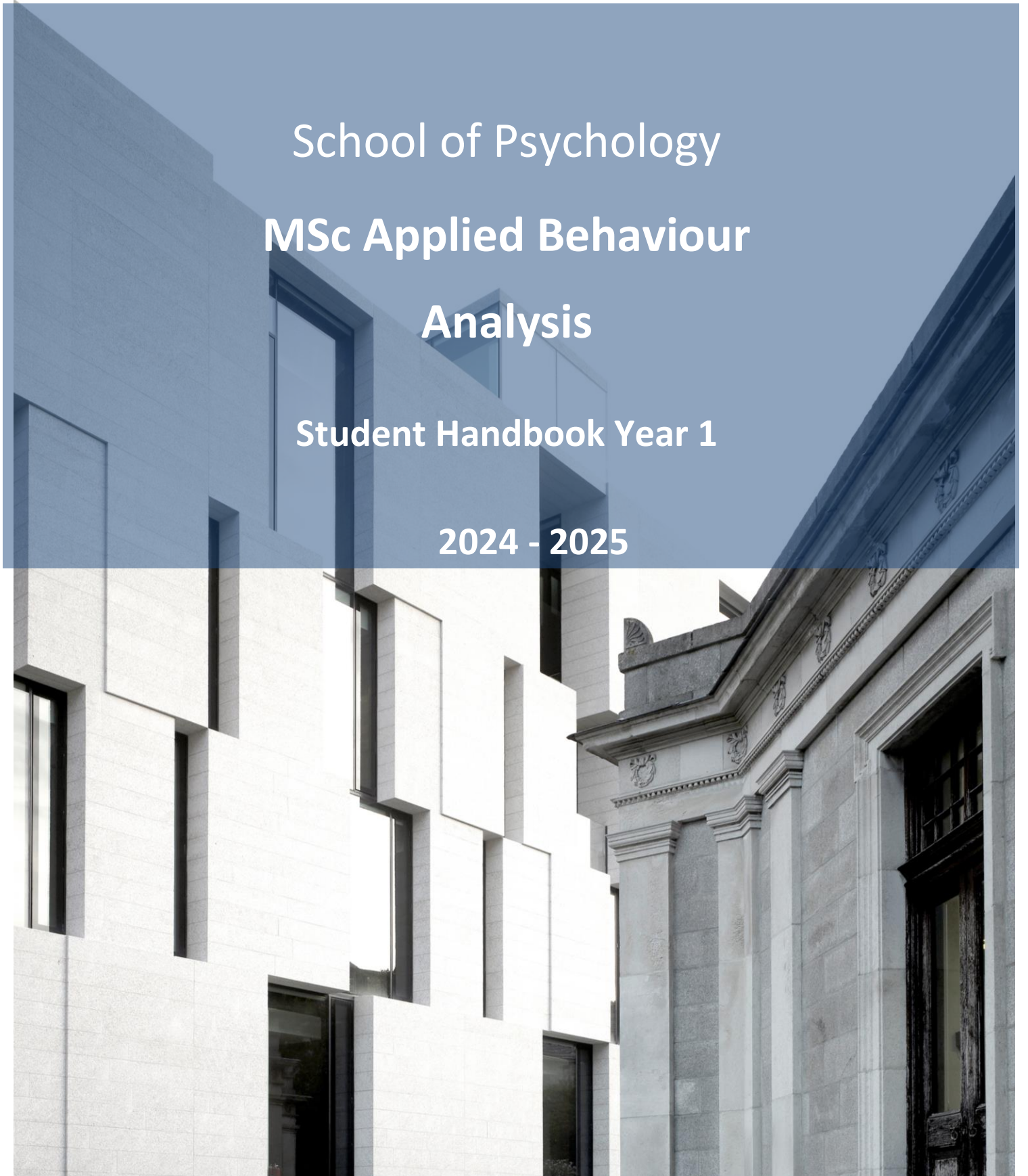
School of Psychology

**MSc Applied Behaviour**

**Analysis**

**Student Handbook Year 1**

**2024 - 2025**



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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.

## Student Supports and Resources

### 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](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.

### 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](mailto:LMCULLEN@tcd.ie)

### The Library

The main psychology collection of books and journals is housed in the 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 noticeboards 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](mailto: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 are our Fire Wardens. Please inform them of any potential sources of danger or problems of safety which you may notice. Smoking and Vaping is not permitted anywhere indoors on the campus.

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 or vape 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/](http://www.tcd.ie/disability/) for further information. Students with documented disabilities must register with Disability Services before appropriate accommodations can be made.

### **Students' Union/ Aontas Na MacLeinn**

Information about the Trinity College Dublin Students Union can be found on their website here: <https://www.tcdsu.org/your-union/officers>

They organise elections for Postgraduate Representatives to College Committees and also class representatives at the beginning of each academic year.

### **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/>

### **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 webpages, 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, 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/](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/](http://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 <https://www.tcd.ie/sport/student-sport/>

### **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.

<https://www.trinitysocieties.ie/>

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

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

<https://www.tcd.ie/media/tcd/about/policies/pdfs/Student-Complaints-Procedure-21.07.22.pdf>

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

[https://www.tcd.ie/info\\_compliance/data-protection/student-data/](https://www.tcd.ie/info_compliance/data-protection/student-data/)

### **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**

The *Qualifications Frameworks - A European View* tab provides you with information on the relationship between the Irish NFQ and the EQF and QF-EHEA. <https://www.qqi.ie/what-we-do/the-qualifications-system/national-framework-of-qualifications>

### **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>

### **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.

## **Postgraduate Advisory Service**

### **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.

### **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.

<b>Warning About Plagiarism</b>
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**Please note that students are required to submit all coursework electronically and this work will be subject to screening for plagiarism using turnitin.com.**

To commit plagiarism means to submit or present someone else's work or words as your own. This is illegal. 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. Students are advised to examine the links below in respect to steps which they must take before submitting their coursework and assignments.

- Academic Integrity homepage: <https://libguides.tcd.ie/academic-integrity>
- Ready Steady Write tutorial: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>
- Coversheet declaration: <https://libguides.tcd.ie/academic-integrity/declaration>
- Levels and consequences: <https://libguides.tcd.ie/academic-integrity/levels-and-consequences>

The Trinity College Plagiarism Policy information is detailed on the following webpage:

<https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/plagiarism-mar2020.pdf>

### **Excerpt 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.

## 82 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.

## 83. 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 <https://libguides.tcd.ie/academic-integrity>

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.

87 If 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 <https://libguides.tcd.ie/academic-integrity>

We ask you to take the following steps:

- 1) 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>. You should also familiarize yourself with the Calendar entry on plagiarism located on this website and the sanctions which are applied;
- 2) **Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <https://libguides.tcd.ie/academic-integrity/ready-steady-write> Completing the tutorial is compulsory for ALL students.**  
<http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>
- 3) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <https://libguides.tcd.ie/academic-integrity/declaration> ;
- 4) 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 including professional clinical practice 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 class based and online lectures, supported by course hand-outs posted on Blackboard <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
8. Empirical, case study research.

### **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®) or other (see Appendix 12 of the Supervision Handbook for guidance on supervisors who meet the criteria laid out by PSI). 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.

ABAI has approved the following course sequence as partially meeting the coursework requirements for eligibility to take the BCBA Exam®. 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. **It is also important to note that unless you are residing in the US or Canada at the time you apply to sit the exam, you are ineligible to take the exam. The course continues teaching according to the 5<sup>th</sup> edition to enable those who will eventually reside within these countries to apply to sit the exam.**

## **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](http://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. Philosophical Underpinnings
- 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 via a combination of classroom/online lectures 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/Zoom) 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:

1. Cooper, J., Heron, T. and Heward, W. (2010) Applied Behaviour Analysis. Pearson Prentice-Hall College Division.
2. Malott, R.W., & Trojan Suarez, E.A. (2009). Principles of Behaviour 7<sup>th</sup> Edition. Pearson PrenticeHall.
3. Mayer; Sulzer-Azaroff; Wallace (2018). Behavior Analysis for Lasting Change (4th ed). NY. Sloan Publishing

## **Additional Required Texts for Specific Modules:**

### **1. PS7092 Selecting, Defining and Measuring Behaviour:**

Johnston, J.M. & Pennypacker, H.S. (2009). *Strategies and Tactics of Behavioural Research*. Routledge

Kazdin, A. (1982). *Single-Case Research Designs: Methods for Clinical and Applied Settings* Oxford University Press, USA

### **3. PS7303 Philosophical Underpinnings**

Mayer; Sulzer-Azaroff; Wallace (2018). *Behavior Analysis for Lasting Change* (4th ed). NY. Sloan Publishing

### **2. PS7093 Behavioural Assessment:**

O'Neill, R., Horner, R., Albin, R., Sprague, J., & Storey, K. (1996). *Functional Assessment and Program Development for Problem Behaviour: A Workbook*, 2<sup>nd</sup> Edition. Wadsworth Publ.

Desrochers & Fallon (2014). *Instruction in Functional Assessment*. (Provided by course online).

**A range of journals** which include a variety of aspects of ABA, e.g., *Journal of Applied Behaviour Analysis*, *The Analysis of Verbal Behaviour*, *Behavioural Interventions*, *Behaviour Modification*, *Research in Autism Spectrum Disorders*, *Research in Developmental Disabilities*, *Journal of Physical and Developmental Disabilities*, *Journal of Autism and Developmental Disorders*, *Learning and Behaviour*, *Behaviour Analysis in Practice*.

## **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 behaviour measurement, definitions of target behaviours, behavioural assessment and a literature review. 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 begins after the student commences classes and secures a qualified supervisor (see the Supervision Handbook for guidance).*** 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. Students can spend 20-130 hours per month gaining fieldwork hours through restricted or unrestricted activities to accumulate a minimum of 100 hours across each academic year in a setting (see Fieldwork Standards BACB®).

A total of 100 fieldwork hours are required to complete the requirements of each year of the MSc 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**. 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.

***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 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 September to May.

**Please see link to Academic Calendar 2023-24.**

<https://www.tcd.ie/calendar/>

<b>CORE COURSE STAFF</b>
--------------------------

Prof. Olive Healy      Course Director (MSc in ABA)  
TCD School of Psychology  
Tel. 01 896-1175  
Email: [olive.healy@tcd.ie](mailto:olive.healy@tcd.ie)

Prof. Maeve Bracken      Course Director (MSc in ABA)  
TCD School of Psychology  
Email: [mbracken@tcd.ie](mailto:mbracken@tcd.ie)

Course Administrator: Ms. Lisa McCormack  
Email: [msc.aba@tcd.ie](mailto:msc.aba@tcd.ie)  
Phone: +353-1-8962290

### **Occasional Lecturers**

Additional adjunct lecturers are involved in the delivery of the programme 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. An attendance record is maintained. 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 are subject to Garda Clearance procedures. All students must sign and submit the School's Statutory Declaration form available from Blackboard .

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](http://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 School, 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 Executive Officer via email to [msc.aba@tcd.ie](mailto:msc.aba@tcd.ie) or uploaded through Turnitin on Blackboard as advised. All assignments must state the following on a cover page:

**Student Name, Module Code, Due date, Assignment e.g.,**

**Ann Doyle, PS7092, 14.12.23, Data Recording Plan**

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

The coursework must be submitted via email by 4.30pm on the date due.

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.

<https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/plagiarism-mar2020.pdf>

## 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%**

**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

- 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.

## **C. PROCEDURE FOR FAILED PLACEMENT**

The reason for a Fail on placement evaluation 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 2<sup>nd</sup> or 3<sup>rd</sup> marking (where 2<sup>nd</sup> 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 (Dr. Frédérique Vallieres, [fvallier@tcd.ie](mailto:fvallier@tcd.ie), and the Head of School (Prof. Sven Vanneste) 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/graduatestudies/students/taught/academic-appeals/>)

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 fulltime 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**

<b>Modules</b>	<b>Lecture Hours</b> (includes tutorials)	<b>Self-study &amp; Practical Application Hours</b> (indicative)	<b>Written Assignment Hours</b> (indicative)	<b>Total Hours</b>	<b>ECTS Credits</b>	<b>Assessment</b>
<b>Module 1: PS7303</b> Philosophical Underpinnings	15	60	25	100	5	MCQ Exam
<b>Module 2: PS7090</b> ABA Definitions, Characteristics & Basic Principles	45	120	35	200	10	3 HR Exam
<b>Module 3 PS7092</b> Selecting, Defining & Measuring Behaviour	45	140	35	220	10	2 HR Exam [50%] Data Recording Plan [50%]
<b>Module 4 PS7089</b> Behavioural Assessment	37.5	147.5	35	220	10	FBA [100%]
<b>Module 5 PS7094</b> Behavioural Intervention, Measurement & Evaluation I	30	130	40	200	10	Literature Review [35%] Behaviour Support Plan [65%]
<b>Module 6 PS7304</b> Behavioural Science-Based Interventions II	30	200	70	300	15	3 HR Exam covering all content from PS7094 & PS7304 [100%] Supervised Practice Assessment Matrix
<b>TOTAL HOURS</b>	202.5	797.5	240	1240	60	



## APPENDIX III 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.

## APPENDIX IV: MODULE DESCRIPTORS

<b>Module PS7090:</b>	<b>ABA Definitions, Characteristics &amp; Basic Principles</b>
<b>ECTS Weighting:</b>	10 credits
<b>Semester:</b>	Michaelmas
<b>Lecture Hours:</b>	45
<b>Module Co-ordinator:</b>	Assoc. Prof. Olive Healy
<b>Module Instructor:</b>	Brona O’Sullivan; Olive Healy
<b>Module Aims:</b>	

This module aims to:

1. Cover foundational knowledge including the concepts and principles of applied behaviour analysis that require mastery prior to entering practice as a behaviour analyst.
2. To ensure students acquire all basic concepts that must be understood in order to perform effectively as a behaviour analyst.

### **Learning Outcomes:**

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

	<i>Programme Outcomes</i>
1. Identify the goals of behavior analysis as a science (i.e., description, prediction, control)	1a
2. Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism)	1a
3. Describe and explain behavior from the perspective of radical behaviorism	1a
4. Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by science of behavior analysis	1a, d
5. Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968)	1a
6. Define and provide examples of behavior, response, and response class	1a
7. Define and provide examples of stimulus and stimulus class	1a
8. Define and provide examples of respondent and operant conditioning	1a
9. Define and provide examples of positive and negative reinforcement contingencies	1a, b
10. Define and provide examples of schedules of reinforcement	1a
11. Define and provide examples of positive and negative punishment contingencies	1a, b
12. Define and provide examples of automatic and socially mediated contingencies	1a
13. Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers	1a, b, c
14. Define and provide examples of operant extinction	1a, b, c
15. Define and provide examples of stimulus control	1a
16. Define and provide examples of discrimination, generalization, and maintenance	1a

17. Define and provide examples of motivating operations	1a
18. Define and provide examples of rule-contingency and contingency-shaped behavior	1a
19. Define and provide examples of verbal operants	1a
20. Define and provide examples of derived stimulus relations	1a

	<i>BCBA Task List (5<sup>th</sup> ed)</i>
Define and provide examples of behavior, response, and response class	B-1
Define and provide examples of stimulus and stimulus class	B-2
Define and provide examples of respondent and operant conditioning	B-3
Define and provide examples of positive and negative reinforcement contingencies	B-4
Define and provide examples of schedules of reinforcement	B-5
Define and provide examples of positive and negative punishment contingencies	B-6
Define and provide examples of automatic and socially mediated contingencies	B-7
Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers	B-8
Define and provide examples of operant extinction	B-9
Define and provide examples of stimulus control	B-10
Define and provide examples of discrimination, generalization, and maintenance	B-11
Define and provide examples of motivating operations	B-12
Define and provide examples of rule-contingency and contingency-shaped behavior	B-13
Define and provide examples of verbal operants	B-14
Define and provide examples of derived stimulus relations	B-15

**Teaching Mode:** Lectures, In-class experiential exercises, online activities on Blackboard

**Assessment:** Three Hour Exam (MCQs and two long answers)

**Core Reading:**

- Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). *Applied Behavior Analysis (3<sup>rd</sup> ed)*. NJ. Pearson.
- Malott, R.W., & Trojan Suarez, E.A. (2009). *Principles of Behavior*. NJ. Pearson Prentice-Hall.

**Recommended Readings:**

- Alberto, P.A. & Troutman, A.C. (2013) *Applied Behaviour Analysis for Teachers (9<sup>th</sup> ed)*. NJ. Pearson Prentice-Hall
- Mayer; Sulzer-Azaroff; Wallace (2018). *Behavior Analysis for Lasting Change (4<sup>th</sup> ed)*. NY. Sloan Publishing

**Module PS7303**  
**ECTS Weighting:**

**Philosophical Underpinnings**  
 5 credits

**Semester:** Hilary  
**Lecture Hours:** 15  
**Module Co-ordinator:** Assoc. Prof. Olive Healy  
**Module Instructor:** Assoc. Prof. Olive Healy

**Module Aims:**

The aim of this module is;

1. to introduce students to the origins of behaviour analysis and
2. to outline the essential features of its scientific basis.

**Learning Outcomes:**

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

	<i>Programme Outcomes</i>
1. Identify the goals of behavior analysis as a science (i.e., description, prediction, control)	1a
2. Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism)	1a
3. Describe and explain behavior from the perspective of radical behaviorism	1a
4. Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by science of behavior analysis	1a, d
5. Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968)	1a

	<i>BACB Task List 5<sup>th</sup> ed</i>
Identify the goals of behaviour analysis as a science (i.e., description, prediction, control).	A-1
Explain the philosophical assumptions underlying the science of behaviour analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).	A-2
Describe and explain behaviour from the perspective of radical behaviourism.	A-3
Distinguish among behaviourism, the experimental analysis of behaviour, applied behaviour analysis, and professional practice guided by the science of behaviour analysis.	A-4
Describe and define the dimensions of applied behaviour analysis (Baer, Wolf, & Risley, 1968)	A-5

**Teaching mode:** Lectures, online activities on Blackboard

**Assessment Details:** Continuous Assessment MCQ

**Core Reading:**

- Mayer; Sulzer-Azaroff; Wallace (2018). *Behaviour Analysis for Lasting Change (4<sup>th</sup> ed)*. New York. Sloan Publishing

**Recommended Readings:**

- Johnston, J, M. (2013). *Radical Behaviorism for ABA Practitioners*. New York. Sloan Publishing
- Skinner, B.F. (1938). *The Behavior of Organisms*. Appleton & Co. USA
- Skinner, B. F. (1974). *About Behaviorism*. New York. Knopf
- Journals specific to behaviour analysis

<b>Module PS7092:</b>	<b>Selecting, Defining and Measuring Behaviour</b>
<b>ECTS Weighting:</b>	10 credits
<b>Semester:</b>	Michaelmas
<b>Lecture Hours:</b>	45
<b>Module Co-Ordinator:</b>	Assoc. Prof. Olive Healy
<b>Module Instructor:</b>	Katrina Duffy; Olive Healy

**Module Aims:**

This module aims

1. To introduce students to the various methods of selecting target behaviours for behaviour change,
2. To demonstrate how to provide operational definitions and
3. To demonstrate how to select relevant measurement systems
4. to evaluate intervention outcomes.
5. to address measurement, data display, and interpretation and experimental design skills that practicing behaviour analysts will perform with all clients

**Learning Outcomes:**

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

	<i>Programme Outcomes</i>
1. Establish operational definitions of behavior	1a
2. Distinguish among direct, indirect, and product measures of behavior	1a, 2a
3. Measure occurrence (e.g., frequency, rate, percentage)	2a
4. Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time)	2a
5. Measure form and strength of behavior (e.g., topography, magnitude)	2a
6. Measure trials to criterion	2a
7. Design and implement sampling procedures	2a
8. Evaluate the validity and reliability of measurement practices	2a
9. Select a measurement system to obtain representative data given dimensions of behavior and the logistics of observing and recording	2a
10. Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records)	1c, d; 2 a, c, d, e, f, g, h
11. Interpret graphed data	1b, c, d; 2 a, c, d, e, f, g, h
12. Distinguish between dependent and independent variables	2a, b
13. Distinguish between internal and external validity	2a, b
14. Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication)	1c; 2b, d, f, g, h
15. Describe the advantages of single-subject designs compared to group designs	1c; 2b, d, f, g, h
16. Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion)	1b, c; 2a, d, f, g, h
17. Describe rationales for conducting comparative, component, and parametric analyses	1c, 2b, d, f, g, h

BCBA Task List (5<sup>th</sup>  
ed)

1. Establish operational definitions of behavior	C-1
2. Distinguish among direct, indirect, and product measures of behavior	C-2
3. Measure occurrence (e.g., frequency, rate, percentage)	C-3
4. Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time)	C-4
5. Measure form and strength of behavior (e.g., topography, magnitude)	C-5
6. Measure trials to criterion	C-6
7. Design and implement sampling procedures	C-7
8. Evaluate the validity and reliability of measurement practices	C-8
9. Select a measurement system to obtain representative data given dimensions of behavior and the logistics of observing and recording	C-9
10. Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records)	C-10
11. Interpret graphed data	C-11
12. Distinguish between dependent and independent variables	D-1
13. Distinguish between internal and external validity	D-2
14. Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication)	D-3
15. Describe the advantages of single-subject designs compared to group designs	D-4
16. Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion)	D-5
17. Describe rationales for conducting comparative, component, and parametric analyses	D-6

**Teaching Mode:** Lectures, In-class experiential exercises, online activities on Blackboard

**Assessment:** Exam and Continuous Assessment

**Core Reading:**

- Mayer; Sulzer-Azaroff; Wallace (2018). *Behavior Analysis for Lasting Change (4<sup>th</sup> ed)*. NY. Sloan Publishing

**Recommended Readings:**

- Cooper, J.O., Heron, T.E., and Heward, W.L. (2020). *Applied Behavior Analysis (3<sup>rd</sup> ed)*. NJ. Pearson.
- Gast, D. (2009). *Single Subject Research Methodology in Behavioral Sciences*. NY. Routledge
- Johnston, J.M. & Pennypacker, H.S. (2008). *Strategies and Tactics of Behavioral Research*. NY. Routledge



<b>Module PS7089:</b>	<b>Behavioural Assessment</b>
<b>ECTS Weighting:</b>	10 credits
<b>Semester:</b>	Michaelmas
<b>Lecture Hours:</b>	37.5
<b>Module Co-Ordinator:</b>	Assoc. Prof Olive Healy
<b>Module Instructor:</b>	Prof. Olive Healy Dr. Clodagh Murray, Dr Anna McCoy

**Module Aims:**

The aim of this module is:

1. to provide students with the foundational and analytical skills of functional behavioural assessment.
2. To introduce theoretical models of assessment approaches
3. To enable students to learn how to apply the skills required in determining functional outcomes of problem behaviour.
4. To examine the experimental evaluation of function-based behavioural interventions.

**Learning Outcomes**

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

	<i>Programme Outcomes</i>
1. Review records and available data (e.g., educational, medical, historical) at the outset of the case	1c, d; 2c
2. Determine the need for behavior-analytic services	2a, b, c; 3d
3. Identify and prioritize socially significant behavior change-goals	2a, b, c, e
4. Conduct assessments of relevant skill strengths and deficits	2a, b, c, d
5. Conduct preference assessments	2a, b, c, d
6. Describe the common functions of problem behavior	2a, b, c, d
7. Conduct a descriptive assessment of problem behavior	2a, b, c, d
8. Conduct a functional analysis of problem behavior	2a, b, c, d
9. Interpret functional assessment data	2d

	<i>BCBA Task List (5<sup>th</sup> ed)</i>
1. Review records and available data (e.g., educational, medical, historical) at the outset of the case	F-1
2. Determine the need for behavior-analytic services	F-2
3. Identify and prioritize socially significant behavior change-goals	F-3
4. Conduct assessments of relevant skill strengths and deficits	F-4
5. Conduct preference assessments	F-5
6. Describe the common functions of problem behavior	F-6
7. Conduct a descriptive assessment of problem behavior	F-7
8. Conduct a functional analysis of problem behavior	F-8
9. Interpret functional assessment data	F-9

**Teaching Mode:** Lectures, In-class experiential exercises, online activities on Blackboard

**Assessment:** Continuous Assessment

**Core Reading:**

- Mayer; Sulzer-Azaroff; Wallace (2018). Behavior Analysis for Lasting Change (4<sup>th</sup> ed). Sloan Publishing

**Recommended Readings:**

- Cooper, J.O., Heron, T.E., and Heward, W.L. (2020). *Applied Behavior Analysis (3<sup>rd</sup> ed)*. NJ. Pearson.
- O'Neill, R., Horner, R., Albin, R., Sprague, J., Storey, K. & Newton, J. (1997). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook (2nd Ed)*. USA. Brooks/Cole Company.
- Practitioner Handbook compiled by the module coordinator.

<b>Module PS7094:</b>	<b>Behavioural Intervention, Measurement &amp; Evaluation 1</b>
<b>ECTS Weighting:</b>	10 credits
<b>Semester:</b>	Hilary
<b>Lecture Hours:</b>	30
<b>Module Co-Ordinator:</b>	Assoc. Prof. Olive Healy
<b>Module Instructor:</b>	Assoc. Prof. Olive Healy Asst. Prof. Maeve Bracken

**Module Aims:**

This module aims to:

1. address basic behaviour-analytic skills that a practicing behaviour analyst will perform with some, but probably not all, clients.
2. To demonstrate basic, commonly used skills and procedures drawn from the empirical base of the science of behaviour analysis.
3. To demonstrate procedures for developing, strengthening and maintaining behaviour.

**Learning Outcomes**

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

	<i>Programme Outcomes</i>
1. Use positive and negative reinforcement procedures to strengthen behavior	1a; 2d, e; 3b
2. Use interventions based on motivating operations and discriminative stimuli	1a; 2d, e; 3b
3. Establish and use conditioned reinforcers	1a; 2d, e; 3b
4. Use stimulus and response prompts and fading (e.g, errorless, most-to-least, least-to-most, prompt, delay, stimulus fading)	1a; 2d, e; 3b
5. Use modeling and imitation training	1a; 2d, e; 3b
6. Use instructions and rules	1a; 2d, e; 3b
7. Use shaping	1a; 2d, e; 3b
8. Use chaining	1a; 2d, e; 3b
9. Use discrete-trial, free-operant, and naturalistic teaching arrangements	1a, c; 2d, e; 3b
10. Use the high-probability instructional sequence	1c; 2d, e; 3b
11. Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).	1c; 2d, e; 3b
12. Use extinction	1c; 2d, e; 3b
13. Use positive and negative punishment (e.g., time-out, response cost, overcorrection)	1c; 2d, e; 3b
14. Use token economies	1c; 2d, e; 3b

	<i>BCBA Task List (5<sup>th</sup> ed)</i>
1. Use positive and negative reinforcement procedures to strengthen behavior	G-1
2. Use interventions based on motivating operations and discriminative stimuli	G-2
3. Establish and use conditioned reinforcers	G-3
4. Use stimulus and response prompts and fading (e.g, errorless, most-to-least, least-to-most, prompt, delay, stimulus fading)	G-4
5. Use modeling and imitation training	G-5

6. Use instructions and rules	G-6
7. Use shaping	G-7
8. Use chaining	G-8
9. Use discrete-trial, free-operant, and naturalistic teaching arrangements	G-9
10. Teach simple and conditional discriminations	G-10
11. Use Skinners analysis to teach verbal behavior	G-11
12. Use equivalence based instruction	G-12
13. Use the high-probability instructional sequence	G-13
14. Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).	G-14
15. Use extinction	G-15
16. Use positive and negative punishment (e.g., time-out, response cost, overcorrection)	G-16
17. Use token economies	G-17

**Teaching Mode:** Lectures, In-class experiential exercises, online activities on Blackboard

**Assessment:** Continuous Assessment and Exam

**Core Reading**

- Mayer; Sulzer-Azaroff; Wallace (2018). *Behavior Analysis for Lasting Change (4<sup>th</sup> ed)*. NY. Sloan Publishing

**Recommended Readings**

- Cooper, J.O., Heron, T.E., and Heward, W.L. (2020). *Applied Behavior Analysis (3<sup>rd</sup> ed)*. NJ. Pearson.
- Sturmey, P (2020) *Functional Analysis in Clinical Treatment (2<sup>nd</sup> ed)*. US. Academic Press
- Seminal articles in ABA

<b>Module: PS7304</b>	<b>Behavioural Science -Based Interventions II</b>
<b>ECTS Weighting:</b>	15 credits
<b>Semester:</b>	Hilary
<b>Lecture Hours:</b>	30
<b>Module Co-Ordinator:</b>	Assoc. Prof Olive Healy
<b>Module Instructor:</b>	Assoc. Prof Olive Healy

**Module aims:**

1. To examine function-based intervention procedures **for decreasing, eliminating and replacing problem behaviour.**
2. **To emphasise** how to build alternative functionally equivalent behavioural repertoires.
3. The module aims to deliver practical skills covering behaviour change procedures.

**Learning Outcomes:**

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

	<i>Programme Outcomes</i>
1. Use group contingencies	1c, d; 2a, c, d; 3b
2. Use contingency contracting	1c, d; 2a, c, d; 3b
3. Use self-management strategies	1c, d; 2a, c, d; 3b
4. Use procedures to promote stimulus and response generalization	1c, d; 2a, c, d; 3b
5. Use procedures to promote maintenance	1c, d; 2a, c, d; 3b
6. State intervention goals in observable and measurable terms	1c, d; 2a, c, d; 3b
7. Identify potential interventions based on assessment results and the best available scientific evidence	1c, d; 2a, b, c, d; 3b, d
8. Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity	1c, 1d; 2a, b, c, d; 3b
9. When target behavior is to be decreased, select an acceptable alternative behavior to be established to increased	1b, d; 2a, c, d; 3b
10. Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures	1c; 2a, c, d; 3b, c
11. Monitor client progress and treatment integrity	1c; 2a, d; 3a, b
12. Make data-based decisions about the effectiveness of the intervention and the need for treatment revision	1c; 2a, c, d, h; 3b
13. Make data-based decisions about the need for ongoing services	1c; 2a, c, d, h; 3b
14. Collaborate with others who support and/or provide services to clients	1c; 2a, c, d; 3b

	<i>BCBA Task List (5<sup>th</sup> ed)</i>
1. Use group contingencies	G-18
2. Use contingency contracting	G-19
3. Use self-management strategies	G-20
4. Use procedures to promote stimulus and response generalization	G-21
5. Use procedures to promote maintenance	G-22
6. State intervention goals in observable and measurable terms	H-1
7. Identify potential interventions based on assessment results and the best available scientific evidence	H-2
8. Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity	H-3
9. When target behaviour is to be decreased, select an acceptable alternative behaviour to be established to increased	H-4
10. Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures	H-5
11. Monitor client progress and treatment integrity	H-6
12. Make data-based decisions about the effectiveness of the intervention and the need for treatment revision	H-7
13. Make data-based decisions about the need for ongoing services	H-8
14. Collaborate with others who support and/or provide services to clients	H-9

**Teaching Mode:** Lectures, In-class experiential exercises, online activities on Blackboard, supervised practise

**Assessment:** Exam and Continuous Assessment

**Core Reading:**

- Mayer; Sulzer-Azaroff; Wallace (2018). *Behavior Analysis for Lasting Change (4<sup>th</sup> ed)*. NY. Sloan Publishing

**Recommended Readings**

- Cooper, J.O., Heron, T.E., and Heward, W.L. (2020). *Applied Behavior Analysis (3<sup>rd</sup> ed)*. NJ. Pearson.
- Matson, J.M. (Ed.) (2009). *Applied Behavior Analysis for children with Autism Spectrum Disorders*. NY. Springer.
- Sturmey, P. (Ed.) (2020) *Functional Analysis in Clinical Treatment (2<sup>nd</sup> ed)*. US. Academic Press
- Sturmey, P. & Didden, R. (2014). *Evidence-Based Practice and Intellectual Disabilities*. NJ. Wiley

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

<sup>1</sup> <https://www.tcd.ie/about/policies/assets/pdf/intellectual-property-policy.pdf>