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

TZRD9070 (TZ907) – Research Methods in Applied Behaviour Analysis

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

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

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

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

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

Compulsory to the following courses:

MSc in Applied Behaviour Analysis– ABAI and UK-SBA routes

MSc in Positive Behaviour Support – ABAI and UK-SBA routes

PG Diploma in Applied Behaviour Analysis– ABAI and UK-SBA routes

PG Certificate in Applied Behaviour Analysis– ABAI and UK-SBA routes

MSc in Applied Behaviour Analysis (Distance Learning) – ABAI and UK-SBA routes

MSc in Positive Behaviour Support (Distance Learning) – ABAI and UK-SBA routes

PG Diploma in Applied Behaviour Analysis (Distance Learning) – ABAI and UK-SBA routes

PG Certificate in Applied Behaviour Analysis (Distance Learning) – ABAI and UK-SBA routes

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

8.1 Effectively identify and utilise advantages and disadvantages of different methods of data collection (direct observations, rating scales, questionnaires, interviews) and different research designs.

8.2 Access and interpret complex research and data sources.

8.3 Select and use critically appropriate methods of observational measurement to conduct a descriptive assessment from a range including: frequency and duration recording; momentary time sampling; real time recording; whole interval recording; partial interval recording.

8.4 Select, use and critically interpret appropriate methods of data display including equal-interval graphs, bar graphs and cumulative records.

8.5 Discuss, at an advanced level, the factors that influence the reliability and validity of informant-based and observational data.

8.6 Describe and critically discuss the use of single-case experimental designs in applied behaviour analysis including the concepts of internal and external validity.

8.7 Describe and critically discuss the appropriate use of single-case experimental designs from a range including: reversal; multiple-baseline; alternating treatments; changing criterion

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

9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.

9.2 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.

9.3 Show a capacity to effectively prioritise the demands of work and study.

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

9.5 Conduct an in-depth recording of the behaviour of an individual with intellectual and developmental disabilities, requiring the identification, definition and collaborative solution of difficult problems.

9.6 Conduct in-depth analysis and visual representation of quantitative data arising from direct observation.

1. **A synopsis of the curriculum**

The aim of this module is to develop competencies in the definition, observation, recording and analysis of behaviour and its controlling variables. While the module provides an introduction to research methodology more generally, the focus is primarily on those data collection methods and experimental designs used in applied behaviour analysis. Topics will include:

Observational methods of data collection

Reliability and validity of observational data

Practical approaches to checking and calculating reliability

Visual representation of data

Internal and external validity

Practical and theoretical aspects of using reversal, multiple-baseline, alternating treatments and changing criterion designs

Visual and statistical interpretation of single case data

Comparative, component and parametric analyses.

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

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

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

Coolican, H. (2009) *Research Methods and Statistics in Psychology*. (5th ed.) Hodder & Stoughton.

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

Johnston, J. M., Pennypacker, H. S., & Green, G. (2008, 4th Ed.). *Strategies and Tactics of Behavioral Research and Practice*. New York: Routledge.

Kennedy, C. H. (2005). *Single-Case Designs for Educational Research*. Boston: Ayllon & Bacon.

1. **Learning and teaching methods**

Private study hours: 155

Contact hours: 45

Total hours: 200

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

Coursework - assignment – report - (2750 words) - 50%

Coursework – timed quiz (1 hr) – 50%

13.2 Reassessment methods

Like-for-like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |
| Individual / Group Exercises and Discussion | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| Coursework assignment (2,750 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Timed quiz- 1 hour | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

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

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 27-02-2023 | Major | 2023-24 | 5,7, 11, 13.1, 14 |  |
|  |  |  |  |  |