

Behavioural Psychology

Module title										
Behavioural Psychology										
Module NFQ level (only if an NFQ level can be demonstrated)		Module number / reference		ECTS Value		Duration				
8				5		12 weeks				
Parent programme(s) . Principal programme title, and embedded(s) if relevant				Stage of parent programme		Semester No.				
BA (Honours) in Psychology				2		2				
Teaching and Learning modes		Proportion (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
Entry requirements (statement of knowledge, skill and competence)										
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.										
Maximum number of learners per instance of the module				40						
Average (over the duration of the module) of the contact hours per week				2.3						
Pre-requisite module title(s) (if any)				No						
Co-requisite module title(s) (if any)				No						
Is this a capstone module? (Yes or No)				No						
Module-specific physical resources and support required per centre (or instance of the module)										
Lecture Hall, Library, IT Resources.										
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.										
Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)				
Lecturer/Tutor		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
Analysis of required learning effort										
				Hours of Learner effort						
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	40%			60%	100%

<p>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</p>	<p>The rationale for the inclusion of <i>Behavioural Psychology</i> is that this area of psychology is linked to many other practices and fields of psychology such as <i>Clinical Psychology, Health Psychology, Educational Psychology</i> and <i>Child Developmental Psychology</i>. By providing learners with a foundation in this area, it will give them the opportunity to engage in the core skills and knowledge which will augment their learning across further modules in the degree programme.</p> <p>This module gives learners the opportunity to pursue a career in Psychology and provides them with the fundamental skills necessary to be an applied practitioner. The module also provides learners with the required credits towards attaining graduate membership of the Psychological Society of Ireland or the British Psychological Society.</p> <p>In addition to this, <i>Behavioural Psychology</i> is a core area of psychology and is recognised by the Psychological Society of Ireland which has organised a specialist member branch – the Division of Behaviour Analysis – their decision to do so indicates that this area of psychology is considered to be of great importance within the practice of psychology.</p>
<p>Module Aims and Objectives</p>	<p>This core module aims to introduce learners to the origins of behavioural psychology and to consider the evolution of behavioural psychology as a science. It will examine the theoretical underpinnings of classical conditioning, operant conditioning, contextual behavioural science and relational frame theory. This module also aims to serve as a foundation for learning across several modules within the Psychology degree programme. The objectives are to develop the learner’s understanding of behavioural psychology and to consider and explore the applications of the theories espoused by behavioural psychology.</p>
<p>Minimum Intended Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Describe classical and operant conditioning and also consider the distinctions between these two learning approaches. (MIPLO 1, 4, 7) 2. Compare and contrast reinforcement, punishment and extinction, while also considering their utility within the applied setting. (MIPLO 1, 4, 5, 7) 3. Demonstrate an understanding of Relational Frame Theory and provide an overview of the components of these operants. (MIPLO 1, 4, 5, 7) 4. Critically evaluate the applied research within the area of behavioural psychology with a consideration of the ethical guidelines of the profession and extant research (MIPLO 2, 3, 6)

<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module Moodle Page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
<p>Module Content, Organisation and Structure</p>	<p>Over the course of 12 weeks, the learner will cover topics such as:</p> <p>Classical Conditioning:</p> <ul style="list-style-type: none"> • Pavlov and his contributions to the origins of behavioural psychology. • Watson – the Little Albert Study. • Consider the applications of classical conditioning within experimental and applied research. <p>Operant Conditioning:</p> <ul style="list-style-type: none"> • Thorndike and the Law of Effect. • Skinner and his contributions. • Methodological vs. Radical Behaviourism. <p>Reinforcement:</p> <ul style="list-style-type: none"> • Distinguish between positive and negative reinforcement. • Schedules of reinforcement. • Experimental and applied research. <p>Differential Reinforcement:</p> <ul style="list-style-type: none"> • Differential reinforcement of low rates of responding. • Differential reinforcement of high rates of responding. • Differential reinforcement of alternative behaviour. • Differential reinforcement of incompatible behaviour. • Differential reinforcement of other behaviour. • Consider the role of differential reinforcement within the applied setting. <p>Punishment:</p> <ul style="list-style-type: none"> • Aversive Control. • Distinguish between positive and negative punishment. • Ethics of punishment. • Experimental and applied research. • Ethical guidelines of the Behavior Analyst Certification Board (BACB). <p>Extinction:</p> <ul style="list-style-type: none"> • The connection to reinforcement. • Extinction Burst. • Spontaneous Recovery. • Ethics of extinction. • Experimental and applied research.

	<p>Applied Behavior Analysis:</p> <ul style="list-style-type: none"> • The origins of behaviour analysis. • Lovaas and the UCLA research. • Baer, Wolf and Risley’s dimensions of Behavior Analysis. • Ethics of the Behaviour Analyst Certification Board. • Considering the evidence-base. <p>Relational Frame Theory:</p> <ul style="list-style-type: none"> • Origins in Stimulus Equivalence and the work of Murray Sidman. • Language generativity – what previous behavioural psychology failed to account for. • Non-arbitrary applicable relational responding. • Arbitrary applicable relational responding (or relational framing). • Mutual Entailment. • Combinatorial Entailment. • Transformation of Stimulus Function. • Considering the research.
<p>Module Teaching and Learning (including formative assessment) Strategy</p>	<p>This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks. Each lecture will begin by focusing on the theoretical underpinnings of the topic discussed, learner understanding of the topic will then be strengthened by engaging in debate, considering examples of the behavioural principles in question and critiquing extant literature. By providing an interactive teaching environment, this module is designed to:</p> <ul style="list-style-type: none"> • Strengthen and refine learners understanding of the behavioural principles discussed. • Allow learners to consider the ethics of applied and experimental research within the area of behavioural psychology. • Critique the methods introduced within the current session. <p>The rationale for this teaching methodology rests in the amount of information to be covered in this timeframe and in teaching the learner the subtle distinctions between the behavioural principles explored within class.</p> <p>Moodle will also be used each week to upload relevant articles, PowerPoints of the lecture material, required reading and in some instances, videos examples of behavioural psychology procedures explored topics within the module.</p> <p>Moodle will be used to encourage learner engagement and will also be used to provide learners with video examples of reinforcement, punishment and extinction in addition to applied behaviour analytic techniques.</p> <p>Moodle will be monitored and contributed to weekly by the lecturer with appropriate learning materials in order to ensure continued engagement and learning.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>N/A</p>

Specifications for Module Staffing Requirements	<p>Staff: Learner ratio is typical of the overall program approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing Requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
Module Summative Assessment Strategy	<p>This module will be assessed by Continuous Assessment, worth 40% and a final proctored examination, worth 60%.</p>
Sample Assessment Materials	<p>(A) Continuous Assessment (40%).</p> <p>This module will ask the learner to write an essay on one of the following subjects, while considering the ethical dimensions of these topics:</p> <ul style="list-style-type: none"> • Reinforcement • Punishment • Extinction • Operant Conditioning • Classical Conditioning <p>This will have a word limit of 800 – 1,000 words and should take at least six-seven hours of learner effort. The guidelines involve:</p> <ol style="list-style-type: none"> 1. Adhering to APA formatting within the presented work. 2. Work must be proof-read for spelling and grammatical errors. 3. Include a Title page for the presentation and a separate page of references. 4. Employing a discursive and critical approach to the topic. 5. Using a balanced, objective approach to the question outlined. 6. Do not refer to “I” in this work, instead write in the third party. 7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. 8. Demonstrate an appropriate depth and breadth of reading (e.g., 3 – 5 relevant texts). <p>This work will be graded as follows:</p> <ul style="list-style-type: none"> • Structure (Guidelines 1 – 3) is worth 20%. • Academic understanding and ability as per Guidelines 4 – 6 is worth 50%. • The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 - 8). <p>This assessment addresses MIMLOS 1, 2, 4.</p> <p>(B) Final Proctored Examination (60%):</p> <p>This module will ask the learner to answer two questions within a two-hour proctored exam setting, on two topics of their own selection. These topics may include:</p> <ul style="list-style-type: none"> • Operant Conditioning. • Classical Conditioning. • Reinforcement. • Punishment. • Extinction. • Differential Reinforcement. • Applied Behaviour Analysis.

	<ul style="list-style-type: none"> • Relational Frame Theory. <p>This assessment addresses MIMLOS 1-4.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Cooper, J., Heron, T., and Heward, W. (2019). <i>Applied Behavior Analysis</i> (3rd ed.). New York: Pearson</p> <p>Miltenberger, R. (2015). <i>Behavior Modification: Principles and Procedures</i> (6th ed.). London: Wadsworth</p> <p>Other Reading: Case studies and articles as posted on Moodle by the Lecturer. Journal articles will also be employed from journals including:</p> <p><i>The Psychological Record</i> <i>Journal of Applied Behavior Analysis</i> <i>Behavioural Science</i> <i>Journal of Contextual Behavioral Science</i> <i>The Behavior Analyst</i></p> <p>Essential Viewing: Appropriate clips of behavioural techniques.</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with PowerPoint, DVD and internet access.</p>