

## Learning Outcomes for Master of Science (MSc) in Applied Behavior Analysis

National Qualification Framework for Iceland	Master of Science in Management at Reykjavik University	
<b>Master's Degree Cycle 2.2 90-120 ECTS.</b>	Master of Science in Applied Behavior Analysis is a 120 ECTS-credit master's degree programme. It focuses on graduating students with in-depth knowledge, skills and competences in applied behavior analysis and includes a 30 ECTS-credit Master's thesis.	
KNOWLEDGE		
<p>The National Qualification Framework states that degree holders possess <b>knowledge</b> in a defined area of a scientific field or profession, such that holders:</p> <ol style="list-style-type: none"> <li>1. possess knowledge of scientific subjects and challenges</li> <li>2. have acquired knowledge through research</li> <li>3. can provide arguments for their own findings</li> <li>4. can place the latest knowledge in context within the relevant specialised field</li> <li>5. are familiar with the research methods within their scientific field</li> <li>6. have knowledge of science ethics</li> </ol>	*	Degree holders possess knowledge of:
	1, 2, 3, 4, 5	Definitions of concepts and principles of behaviour analysis
	1, 2, 3, 4, 5	The philosophical assumptions of applied behaviour analysis
	1, 2, 3, 4, 5, 6	The scientific foundations of experimental analysis of behaviour
	1, 2, 3, 4, 5, 6	Principles and practice of behaviour analytic research
	1, 2, 5, 6	Wide range of single-subject experimental design
	1, 2, 3, 4, 5, 6	Different methods in assessing behaviour and how to identify and prioritize socially significant behaviour change goals
	1, 2, 3, 4, 5, 6	The common functions of behaviour
	1, 2, 3, 4, 5, 6,	Behavior change procedures
	1, 2, 3, 4, 5, 6,	behaviour analytic supervision, performance assessment, and intervention procedures for staff
	4, 5, 6,	Professional and ethical compliance code for behaviour analysts
	1, 2, 3, 4, 5, 6	Current services for people with intellectual and developmental disabilities as well as evidence based practice with the aim of improving the quality of life for person with intellectual or developmental disabilities
SKILLS		
	*	Degree holders can apply the methods and procedures of applied behaviour analysis, as follows:

The National Qualification Framework states that degree holders can **apply the methods and procedures** of a defined area of a scientific field or profession, such that holders:

1. have adopted relevant methods and procedures
2. are capable of analysing and imparting statistical information
3. can understand and tackle complex subjects in a professional context
4. can apply their knowledge and understanding in their scientific and professional work
5. can use the relevant equipment, technology and software
6. can collect, analyse and evaluate scientific data
7. are innovative in developing and applying ideas
8. can apply their knowledge, understanding and proficiency in new and unfamiliar situations or in an interdisciplinary context
9. can develop projects and place them in context by applying methods based on scientific theories and/or experiments
10. are capable of integrating knowledge, resolve complex issues and present an opinion based on the available information
11. can effectively apply research methods and implement small-scale research projects
12. understand research and research findings.

<b>1,2,3,4,7,8,9,10,11</b>	apply best practice tools and methods in assessment and treatment of common problems in the field of behaviour analysis
<b>1,2,6,11,12</b>	Interpret experimental data as well as employ single subject design in order to change a behaviour
<b>1,3,4,5,6,8,10,11,12</b>	Employ direct behavioural measures in research and applied setting
<b>1,2,6,11,12</b>	Interpret and conduct functional behavioral assessments and analyses.
<b>1,3,4,8,10</b>	Conduct assessment of relevant skill strengths and deficits.
<b>1,3,8</b>	Design generalization and maintenance programs for extending treatment gains beyond the treatment settings and in time
<b>1,3,4,8</b>	Write and present behavior analytic case reports in accordance with BACB professional and ethical standards
<b>1,2,3,4,6,9,10,11</b>	Creating an individualized intervention plan based on functional assessment/analysis
<b>1,3,4,7,8,9,10</b>	Apply best practice in skill acquisition procedures as well as behavior reduction procedures
<b>1,3,4,7,8,10</b>	Set supervision goals based on assessment of supervisee skills and an intervention procedure and performance monitoring system
<b>1,3,4,10</b>	Identify ethical dilemmas and ethical compliance codes relevant to each dilemma.

## COMPETENCES

<p>The National Qualification Framework states that degree holders can <b>apply their knowledge and skills</b> in their profession and/or further study, such that holders:</p> <ol style="list-style-type: none"> <li>1. have developed the necessary learning skills and independence for further studies</li> <li>2. can initiate and lead projects within the scientific field and be responsible for the work of individuals and groups</li> <li>3. can communicate complex scientific information, challenges and findings to scholars as well as to general audiences</li> <li>4. are capable of presenting and describing scientific issues and research findings in a foreign language</li> <li>5. can make decisions in an independent, professional manner and defend them</li> <li>6. can evaluate the suitability of the different methods of analysis and complex scientific issues in each case</li> <li>7. can communicate statistical information</li> </ol>	* Degree holders can apply their knowledge and skills in as follows:	
	1,2,3,4	Demonstrate competence in operationally defining behavior, measuring behavior, data display and interpretation
	1,3,6	Differentiate between different branches and sciences of behaviour analysis
	1,2,3,4,6,7	Be able to generate a novel combinations of specific design elements with the purpose of demonstrating experimental control
	3,5,6	Recognize and deal with unwanted effects of interventions
	1,2,3,6	Make evidence-based decisions regarding the design and implementation of behaviour-change programs
	2,4,5,6	Be able to generate an experimental functional analysis for a specific behaviour problem
	1,2,5	Plan, create, and conduct assessment and intervention in an applied setting
	1,2,5	Discriminate between an effective and ineffective staff supervision
	2,5	Discriminate and identify the ethical responsibilities of behaviour analysts towards their clients, other professionals and the BACB