

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PRINCIPLES AND APPLICATION OF LEARNING THEORY I & II  
Code No.: CCW 218  
Program: CHILD CARE AND ADOLESCENT WORKER  
Semester: THIRD and FOURTH  
Date: SEPTEMBER, 1987  
Author: JEFFREY ARBUS , CCW, M.A.

New: \_\_\_\_\_ Revision: X

APPROVED: N. Koch N. KOCH  
Chairperson

Aug. 10/87  
Date

TITLE OF COURSE: PRINCIPLES AND APPLICATION OF LEARNING THEORY I & II

COURSE NUMBER: CCW 218

INSTRUCTOR: Jeffrey Arbus, C.C.W., M.A.

OFFICE: E465

PHONE: 949-2050, Ext. 293

MEETING TIMES: Tuesday, 2-5 p.m.  
Starting: Tuesday, September 15, 1987 to April 1988

PREREQUISITE: PSY 100-6 - DEVELOPMENTAL PSYCHOLOGY (CCW)

NATURE OF COURSE: This course is designed to introduce the student to the principles and overall nature of behavioural learning. Emphasis will be on specific principle of the learning of behaviour, and on the modification of behaviour.

SPECIFIC OBJECTIVES:

1. Familiarity with basic principles of the learning of behaviour, in its broadest sense (i.e. interpersonally, intrapersonally, emotionally, etc.).
2. Review of theories of learning, such as psychodynamic; social; Piagetian.
3. Familiarity with recent literature in behaviour modification.
4. Ability to apply the principles of learning in practical situations, especially with regard to Child Care and Adolescent Work.
5. Ability to view behaviour learning and change from a scientific and humanistic perspective.
6. Development of an awareness of how an experimental analysis of behaviour is contributing to the analysis and amelioration of a of a broad range of problems.
7. This course will satisfy many of the competencies in the "Child Care Work Methodology" section of the C.C.W. Provincial Programme Guidelines.

LEARNING RESOURCES:

1. Required texts:
  - a.) Martin, G. and Pear, J. (1983) Behaviour Modification: What it is and How to Do It, (2nd. ed.) Englewood Cliffs, N.J.: Prentice-Hall, 1983.

- b.) Krumboltz, J.D. and Krumboltz, H.B. (1972) Changing Children's Behaviour. Englewood Cliffs, N.J.: Prentice - Hall
2. All students are expected to become familiar with the resource material pertaining to this area of study. Of special interest are the journals in the L.R.C. Get to know them. Also in the L.R.C. are a variety of reference texts on this subject. Students are expected to be familiar with these.
  3. Material on reserve in L.R.C. - To be announced.

#### METHODOLOGY:

A variety of learning methods will be employed including lectures, demonstration, exercises, self-directed research, discussion, question and answer, film/video, etc.

#### REQUIREMENTS FOR GRADING:

##### 1. Journal Presentation:

Each student will be required to orally present a summary of an article from a behavioural sciences journal. A description of the problem (target behaviour), the programme, results and conclusions will be expected. This is to be a summary, not a re-telling of the article. The student will be expected to state their own opinions and to lead a class discussion about the article. An emphasis on programmes dealing with children and adolescents is preferred, but not mandatory.

A one page, neatly-written, double-spaced summary will be expected. One paragraph a summary of the article, one paragraph the student's opinion.

##### 2. Snap Quizzes:

There will be 4 snap quizzes, two in the fall semester, two in winter. There will be no advance notice. They will cover material covered to date in the course. They will be multiple choice and/or short answer.

##### 3. Term Tests:

One at the end of each semester. The second one may cover material from the first semester.

##### 4. Case Study:

There will be two cases provided to the students. The cases will require, from each student, a written report including an analysis of the problem and a programme proposal.

An outline for doing this will be provided on the day the case is handed out.

The first case will be done in pairs. The second will be individual.

5. Self-Change Project:

Each student will be required to identify a personal behavioural deficit or excess, i.e. one they would like to change. The student will be required to design and implement a change programme for the target behaviour. Adequate supporting research will be expected, as will relevant charts, graphs or other forms of charting. A format will be provided in class. A 1/2-1 page description of the target behaviour, including when and where it occurs/does not occur, will be expected on January 19, 1988. The final report, typed (double-spaced with 1 1/4" margin on the left side, 1" margin at the top and bottom of the page) will be expected on April 12, 1988. Late reports will be docked one full letter grade for each day late. Beyond 3 days late reports will not be accepted.

6. Participation:

This includes class involvement\*, committment, completion of readings, and miscellaneous assignments other than those listed above, etc. With your involvement this can be a dynamic, fulfilling course!

GRADING:

1. Journal Presentation:	5%
2. Snap Quizzes: (4 x 5%)	20%
3. Term Test, Fall:	15%
Term Test, Winter:	15%
4. Case Study: (2 x 10%)	20%
5. Self-Change Project:	20%
6. Participation:	5%

**\*NOTE ON ATTENDANCE:** Punctuality and attendance are expected. If more than 7 hours per semester are missed the student may forfeit the 5% participation grade. Habitual lateness may be similarly rewarded.

**\*\*NOTE AGAIN:** This outline may change with notification to the students.

JA:mg

SEMINAR PRESENTATION EVALUATION FORM

Seminar Leader's Name: \_\_\_\_\_

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

Topic: \_\_\_\_\_

Score each of the three sections relative to maximum possible points and add up total score.

1. Understanding and "coverage" of topic.  
(35 points maximum) \_\_\_\_\_
2. Research and resource utilization.  
(i.e. library research, comparison of theories  
and/or methodologies, use of "hand-out" or  
audio-visual materials) (35 points maximum) \_\_\_\_\_
3. Presentation and class involvement.  
(30 points maximum) \_\_\_\_\_

TOTAL SCORE = \_\_\_\_\_

COMMENTS: (ADVICE FOR LEADER; SEE CHECKLIST ON OTHER SIDE)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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NAMES OF STUDENTS WHOSE PARTICIPATION WAS SIGNIFICANT AND VALUABLE:  
(include own if applicable)

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COMMENTS: \_\_\_\_\_  
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\_\_\_\_\_

I CONTENT

Rank the leader for the following characteristics or abilities, from 1 (low) to 5 (high):

1. thorough grasp of subject: \_\_\_\_\_
2. ability to organize presentation logically, with supportive facts: \_\_\_\_\_
3. adequacy of illustrations: \_\_\_\_\_
4. clarity of expression: \_\_\_\_\_
5. ability to convey an understanding of concepts dealt with: \_\_\_\_\_
6. ability to summarize: \_\_\_\_\_
7. flexibility: \_\_\_\_\_
8. ability to answer questions: \_\_\_\_\_
9. ability to listen well: \_\_\_\_\_
10. ability to provide a warm, accepting, open climate: \_\_\_\_\_
11. ability to get students to express feelings about subject: \_\_\_\_\_
12. ability to formulate and use questions: \_\_\_\_\_
13. ability to pick up non-verbal cues: \_\_\_\_\_
14. ability to recognize conflict: \_\_\_\_\_
15. ability to handle overparticipant: \_\_\_\_\_
16. ability to stimulate group thinking by reflection, questioning, clarifying, linking: \_\_\_\_\_
17. ability to lead students to an answer: \_\_\_\_\_
18. ability to resolve controversy: \_\_\_\_\_
19. ability to provide information, data: \_\_\_\_\_
20. ability to keep discussion on-topic: \_\_\_\_\_
21. respect for student's rights to express opinions different from own: \_\_\_\_\_
22. sense of humour: \_\_\_\_\_
23. enthusiasm: \_\_\_\_\_
24. telling or showing students that they have responded well: \_\_\_\_\_
25. ability to bring discussion to a definite and/or conclusion: \_\_\_\_\_

II METHOD

Rank items where applicable:

1. creativity of methods used: \_\_\_\_\_
2. appropriateness of resources used: \_\_\_\_\_
3. role-play: \_\_\_\_\_
4. appropriateness of A.V. materials: \_\_\_\_\_
5. tape-recording: \_\_\_\_\_
6. skill in using the chalkboard: \_\_\_\_\_
7. appropriateness of exercises: \_\_\_\_\_
8. involvement of participants: \_\_\_\_\_