

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 WORKER

Semester: THIRD and FOURTH

Date: SEPTEMBER 1988

Author: JEFFREY ARBUS , CCW, M.A.

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

APPROVED: N. Koch N. KOCH  
Chairperson

August 24/88  
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: 759-6774, EXT. 546

MEETING TIMES: Tuesday, 1:30 - 4:30 P.M. (13:30-16:30 h.)  
Starting: Tuesday, September 6, 1988  
Ending: April 1989 (T.B.A.)

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 and Youth 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, (3rd. ed.) Englewood Cliffs, N.J.: Prentice-Hall, 1988.

- 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 39 classroom hours are attended, the student may obtain the full 5% for participation. Regular punctuality may be similarly rewarded.

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