

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PRINCIPLES AND APPLICATION OF LEARNING THEORY (PART I)

Code No.: CCW 218-3

Program: CHILD AND YOUTH WORKER

Date: SEPTEMBER 1989

Author: GERRY PAGE

New: _____ Revision: X

APPROVED:

S. Kohn

DATE:

1992 05 07

COURSE OUTLINE - CCW 218-3 (Principles and Applications of Learning Theory
Part I)

Child and Youth Worker Program (Instructor: G. Page, Office # E473,
Phone: 759-6774 ext. 555
Meeting times: Check office time table

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

NATURE OF COURSE:

This course is designed to introduce the student to the principle and overall nature of behavioral learning. Emphasis will be on specific principles of the learning of behavior, and on the modification of behavior.

SPECIFIC OBJECTIVES:

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

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LEARNING RESOURCES:

1. Required texts:
 - a) Martin, G. and Pear, J. (1983) Behavior 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 Behavior. 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, demonstrations, exercises, self-directed research, discussion, question and answer, film/video, etc.

SYLLABUS:

- WEEK I:** A) Brief historical perspective Read Ch. 1 of Applied Behavior Analysis
 B) What is behavior
- WEEK II:** A) Respondent Conditioning vs. Operant Conditioning Read Ch.16
 B) Respondent Behavior vs. Operant Behavior
- WEEK III:** A) Application of Applied Behavior Analysis to the "Real World" Read Ch. 2
 - Education from pre-school to University
 - Clinical Issue: M.R., Autism, Schizophrenia
 - Environmental Issues
- WEEK IV:** Quiz #1 - Chapters 1, 16, 2
 A) Behavioral Assessment Read Chapter 19
 B) Initial Consideration
 C) Methods & Issues

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- WEEK V: A) Direct vs. Indirect Recording Read Ch. 20
B) Characteristics of Behavior to be Recorded
C) Methods of measurement
- WEEK VI: A) Interpretation Observer Reliability
B) Fundamentals of Graphing and Interpretation
- WEEK VII: A) Reinforcement Procedures Read Chapter 3 (positive or negative)
B) Categories of reinforcers ie. primary, natural, secondary
C) Factors effecting reinforcement
- WEEK VIII: Quiz #2 on Chapters 19, 20, 3
A) Extinction Read Chapter 4 - How to Decrease behavior
B) Factors effecting extinction
C) Sensory Extinction
- WEEK IX: A) Behavioral Shaping Read Chapter 5
B) Factors Effecting - Shaping
- WEEK X: A) Intermittent Reinforcement Read Chapter 6
F.R. schedules
V.R. schedules
F.I. schedules (including limited Hold)
- WEEK XI: A) Intermittent Reinforcement Read Chapter 7
V.I. schedules (including Limited Hold)
F.D. schedules
V.D. schedules
- WEEK XII: Quiz #3 on Chapters 4, 5, 6, 7
A) Schedule of Reinforcement to Decrease Behavior ie. D.R.L.,
D.R.O., D.R.A., D.R.I.
Read Chapter 8
- WEEK XIII: A) Stimulus Discrimination Training Read Chapter 9
B) Stimulus Control
- WEEK XIV: A) Fading Read Chapter 10
B) Factors Effecting Fading
C) Pitfalls of Fading
- WEEK XV: A) Chairing Read Chapter 12
B) Total Task Format
C) Graduated Guidance
- WEEK XVI: Quiz #4 on Chapters 8, 9, 10, 12

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REQUIREMENTS FOR GRADING:

1. Journal Presentation:

Each student will be required to orally present a summary of an article from a behavioral sciences journal. A description of the problem (target behavior), 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 typed, double-spaced summary will be expected. One paragraph a summary of the article, one paragraph the student's opinion. (25 points)

Due Date: October 6, 1989 by 3:00 p.m. Late journal assignments will result in a loss of 5 points per day (not including Saturday or Sunday)

2. Quizzes:

There will be 4 quizzes each worth 50 points. They will cover material covered to date in the course. They will be multiple choice and/or short answer.

3. Case Study:

A case study will be provided to the students by the first week of October. The case will require, from each student, a written report including an analysis of the problem and a programme proposal. (75 points)

Due Date: Friday, November 10, 1989 by 3:00 p.m. Late Case Studies will be subject to a "response cost" of 10 points per day, not including Saturdays or Sundays.

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

4. Participation

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

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GRADING:

| | |
|---|-------------------------------------|
| 1. Journal Presentation | 25 points |
| 2. Quizzes (4 X 50) | 200 points |
| 3. Case Study & Programme | 75 points |
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| | Total 300 points |
| 4. Attendance/Participation (Bonus points) | |
| | For perfect attendance 20 points |
| | For only 1 class absence 15 points |
| | For 2 class absences 10 points |
| | For 3 class absences 5 points |
| | More than 3 classes missed 0 points |

NOTE: If a student is unable to make a test due to serious illness or incident, he or she is obligated to contact the instructor in person or in writing 24 hours "prior" to test time. The instructor may make a determination as to whether the student can write the exam at a later date. If the student cannot make contact with the instructor they are to call 759-6774, Ext. 541 or Ext. 515 and leave a message with the secretary. Failure to provide the instructor with notification will result in a "0" grade.

The instructor reserves the right to alter course material and grading as deemed necessary.