

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

Semester: THREE

Date: SEPTEMBER 1992 Previous date: SEPTEMBER 1991

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New: _____ Revision: X

APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

DATE:

June 23/92

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

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; cognitive; humanistic; biological, behavioural & social learning theories.
3. Familiarity with recent literature in behavior modification.
4. Ability to understand how the principles of Learning Theory (specifically Operant and Classical Conditioning) can be applied in practical situations, especially with regards to Child and Youth Worker.
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. To understand the moral and ethical issues surrounding the use of behavioural principals.
8. This course will satisfy many of the competencies in the "Child and Youth Worker Methodology" section of the C.Y.W. Provincial Programme Guidelines.

COURSE OUTLINE - CCW 218-3 (Principles & Applications of Learning Theory
Part I)
Child and Youth Worker Program (Instructor: G. Page)

LEARNING RESOURCES:

1. Required text:

Martin, G. and Pear, J. (1992) Behavior Modification: What it is and How to Do It, (4th. ed.) Englewood Cliffs, N.J.: Prentice-Hall, 1992.

Optional Text:

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, Psychodynamic, Humanistic, Cognitive & Biological Theories.
 B) What is behavior
- WEEK II: A) Application of Applied Behavior Analysis
 - Behaviour Objectives vs Behavioural Goals
 - Functional Analysis of behaviour
- WEEK III: A) Respondent Conditioning vs. Operant Conditioning Read Ch.15
 B) Respondent Behavior vs. Operant Behavior
- WEEK IV: Quiz #1 - Chapters 1, 15, & lecture notes/handouts, videos
 A) Behavioral Assessment Read Chapter 18
 B) Initial Consideration
 C) Methods & Issues
- WEEK V: A) Direct vs. Indirect Recording Read Ch. 19
 B) Characteristics of Behavior to be Recorded
 C) Methods of measurement & accuracy of measurements
- WEEK VI: A) Interpretation Observer Reliability
 B) Fundamentals of Graphing and Interpretation

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Part I

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- WEEK VII: A) Reinforcement Procedures Read Chapter 3 (positive and negative)
B) Categories of reinforcers ie. primary, natural, secondary
C) Factors influencing reinforcement.
D) Read Ch. 1, Good Behaviour Must Pay Off: Krumboltz's "Changing Children's Behaviour"
- WEEK VIII: Quiz #2 on Chapters 18, 19, 3 plus lecture notes/handouts, videos, etc.
A) Extinction Read Chapter 4 - How to Decrease behavior
B) Factors influencing extinction
C) Sensory Extinction
- WEEK IX: A) Behavioral Shaping Read Chapter 5
B) Factors influencing - Shaping
C) Pitfalls influencing Shaping
D) Read section 2, Ch. 2, "Gradual Improvements become New Behaviours": Krumboltz's "Changing Children's Behaviour"
- 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 6
V.I. schedules (including Limited Hold)
F.D. schedules
V.D. schedules
B) Read section 3, Ch. 6 & 7, "Maintaining New Behaviour", Krumboltz, text.
- WEEK XII: Quiz #3 on Chapters 4, 5, 6, lecture notes, handouts, videos
A) Schedule of Reinforcement to Decrease Behavior ie. D.R.L., D.R.O., D.R.A., D.R.I.
Read Chapter 7
B) Read Ch. 10 "Rewarding Alternative Behaviour", Krumboltz
- WEEK XIII: A) Stimulus Discrimination Training Read Chapter 8
B) Stimulus Control
C) Factors influencing Stimulus Control/Discrimination
D) Read Ch. 4 & 5 "Signals for Appropriate Behaviour", "Time and a Place for Which Things", Krumboltz, Text
- WEEK XIV: A) Fading Read Chapter 9
B) Factors influencing Fading
C) Pitfalls of Fading
- WEEK XV: A) Chaining Read Chapter 11
B) Total Task Format, Backward Chaining, Forward Chaining
C) Graduated Guidance
- WEEK XVI: Quiz #4 on Chapters 7, 8, 9, 11 plus lecture notes, handouts, videos

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Part I

Child and Youth Worker Program (Instructor: G. Page)

REQUIREMENTS FOR GRADING:

1. Journal Presentation:

Each student will be required to 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 9, 1992 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. Students are responsible for all material in the text(s), video, lectures, etc.

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 13, 1992 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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 Part I
 Child and Youth Worker Program (Instructor: G. Page)

COLLEGE GRADING POLICY:

A+ = 90-100%	OR	A+ = 270 - 300 points
A = 80- 89%		A = 240 - 269
B = 70- 79%		B = 210 - 239
C = 60- 69%		C = 180 - 209
R = Repeat (Less than 60%	OR	R = less than 180 points

GRADING:

- | | |
|--|--|
| 1. Journal Presentation | 25 points |
| 2. Quizzes (4 X 50) | 200 points |
| 3. Case Study & Programme | 75 points |
| | Total <u>300 points</u> |
| 4. Attendance/Active Participation
(Bonus points) | For perfect attendance & active participation 15 points
For only 1 class absence 10 points
For 2 class absences 5 points
For 3 class absences 5 points
3 classes or more missed 0 points |

"Active Participation" will be defined by the students during the first week of class

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 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. or 515 and leave a message with the secretary. Failure to provide the instructor with notification will result in a "0" grade.

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

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 Child and Youth Worker
 COLLEGE GRADING POLICY

A+ = 98-100%	OR	A+ = 270 - 300 points
A = 88 - 98%		A = 240 - 269
B = 78 - 87%		B = 210 - 239
C = 68 - 77%		C = 180 - 209
R = Repeat (Less than 60%)	OR	R = less than 180 points

GRADING:

1. Journal Presentation	25 points
2. Quizzes (4 X 50)	200 points
3. Case Study & Programs	75 points
Total	300 points

4. Attendance/Active Participation (Bonus points)
 For perfect attendance & active participation 15 points
 For only 1 class absence 10 points
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