

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 1994 Previous date: SEPTEMBER 1993

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New:       

Revision:   X  

APPROVED: *K. DeRosario*  
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School of Human Sciences and  
Teacher Education

DATE: *Aug. 25/94*

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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

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

### **COURSE DESCRIPTION**

This course is designed to introduce the students to the principles of learning and conditioning which underlie most human behaviour. The principles of learning and conditioning are examined as a process for changing human behaviour in a variety of environments. The student will examine classical and operant conditioning, behavioural assessment and techniques for measuring behaviour, positive and negative reinforcement, schedules of reinforcement, extinction, differential reinforcement, stimulus control, fading techniques, and chaining techniques. In addition the student will review the limitations of behaviour modification and discuss the ethical implications of utilizing various behavioural procedures.

### **COURSE OBJECTIVES**

After completing this course the student will be able to:

1. identify the five major schools of psychology.
2. define what behaviour is and list the components of behaviour.
3. define and explain what is meant by applied behaviour analysis.
4. differentiate and explain how respondent and operant conditioning theories function in changing behaviour.
5. identify the factors necessary in performing a behavioural assessment.
6. identify and demonstrate how to utilize various behavioural recording procedures.
7. evaluate and interpret data.
8. define and explain what positive and negative reinforcement are, including primary and secondary reinforcers.
9. list the factors which affect reinforcement.
10. define and explain what extinction, shaping, differential reinforcement, stimulus control and discrimination training and chaining are, and how they can be applied to bring about behavioural change.
11. identify various schedules of reinforcement and review the advantages and disadvantages of each schedule.
12. analyze an article from a behavioural sciences journal and summarize and evaluate the usefulness of the journal in the treatment of human behaviour.
13. examine a case study and design strategies for managing the client's behaviour using an applied behaviour analysis approach.
14. discuss and assess legal and ethical issues surrounding the use of applied behavioural analysis.

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**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.

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:**

- 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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- WEEK VII:** A) Reinforcement Procedures Read Chapter 3 (positive and negative)  
B) Categories of reinforcers ie. primary, natural, secondary  
C) Factors influencing reinforcement.
- 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
- 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
- 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
- WEEK XIII:** A) Stimulus Discrimination Training Read Chapter 8  
B) Stimulus Control  
C) Factors influencing Stimulus Control/Discrimination
- 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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**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 method(s), 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 on the article. An emphasis on programmes dealing with children and adolescents is preferred, but not mandatory.

A one or two page neatly **typed**, double-spaced summary will be expected. (25 points)

**Due Date: October 6, 1993 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. Group Work:**

Students will work in self-chosen groups of no fewer than 3 and no larger than 5. Each group will select a case study provided by the instructor. The case study will require, from each group, a written report including an analysis of the problems, prioritization of the problems, and a proposal for treating one of the behaviours outlined. Proposals for the program must be research based, i.e., check out journals which deal with similar problems and reference the article(s). Each group will provide a summary of their work to each student in the class.

Each group will present their findings to the class on Thursday, November, 10, 1994. Each group will be allotted 10 to 15 minutes. The groups will be evaluated by the class (25 points) and by the instructor (50 points).

**Due Date: Thursday, November 10, 1994 by 3:30 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 assignment will be provided on the day the case study 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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**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 & Program Proposal	75 points
Total	<hr/> 300 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 "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 759-2654, Ext. 555 and leave a message. 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.