

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

COURSE OUTLINE

Course Title: PSYCHOLOGY - LEARNING THEORY (Practical Section)

Code No.: PSY 101-4
(4 credits in combination with Theory Section)

Program: DEVELOPMENTAL SERVICES WORKER

Semester: SECOND

Date: JANUARY, 1985

Author: LAURIE OSTERTAG

New: Revision: X

APPROVED: *I S A*
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N. KOCH

Date ' '

COURSE DESCRIPTION:

This field-based course is designed to provide the student with opportunities to practise many of the learned psychological theories. Application is best experienced through direct contact and interaction with Developmentally Handicapped people.

COURSE GOALS:

- 1) To provide a process and environment for the student to practise theory in program planning.
- 2) To apply learning theories in a one-to-one assignment as part of a group activity.
- 3) To incorporate theories of perception, memory, learning and intellectual development in a field-based setting.

COURSE OBJECTIVES:

- 1) The learner will demonstrate his/her knowledge of learning theories in a one-to-one practical situation.
- 2) The learner will incorporate these theories into a written plan for implementation throughout the semester and will practise these on a weekly basis.

METHODOLOGY:

- 1) Field-based instruction and demonstration opportunities.
- 2) Formulation of written plans and reports regarding individual assignments.
- 3) Any other methods deemed by the instructor to be appropriate in reaching the goals and objectives as outlined.

TEXTS:

- Students will utilize:
- 1) Manual for Teaching Swimming to the Disabled (Canadian Red Cross Society)
 - 2) Psychological Theories and Human Learning (2nd edition)

EVALUATION:

- 1) Consistent attendance and active participation are imperative. This will constitute 25% of grade.
- 2) Assignments; Written outline of strengths, needs, objectives and methodology will be prepared by the student.

Prior to completion of the course, a Summary Report will also be submitted (format will be provided).

NOTE; This practical section of PSY 101-4 will comprise 50% of the D.S.W. student's final grade.

A grade of "A", "B", "C" or "R" will be awarded upon completion of the course, in accordance with the grading policy of the D.S.W. Department.

A = 85% to 100%

B = 75% to 84%

C = 60% to 74%

R = below 60% (**must repeat course**)

TIME FRAME;

2 hours per week
Y.M.C.A. (setting)

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July 22, 1976.

COURSE OUTLINE

COURSE TITLE: Learning Theory

COURSE NUMBER: PSY 101-4 (*f^tt-*)

INSTRUCTOR: Tiit Tammik (Room E463, extension 274)

COURSE DESCRIPTION: A survey of the fundamental principles of human learning and cognition, including the following topics: historical overview of learning theories; operant and classical conditioning; perceptual, verbal, language and concept learning; motivation, memory thinking and problem solving. Personality and behaviour disorders will be studied in relation to learning and personality theory approaches to psychotherapy, emphasizing the integrated nature of human learning and the application of its principles to the understanding and treatment of abnormal behaviour.

COURSE PHILOSOPHY: This course is designed to help students to gain an understanding of some of the major theoretical approaches to the study of human learning and the fundamental principles of human learning and cognition. Personality and behaviour disorders will be studied in relation to learning and personality theory approaches to psychotherapy.

The integrated nature of human learning will be emphasized when considering the application of learning principles to the understanding and treatment of abnormal behaviour.

COURSE GOALS:

1. To develop an understanding of a historical overview of major theoretical approaches to the study of human learning.
2. To develop an understanding of the fundamental principle of human learning and cognition.
3. To, develop an understanding of the application of learning theory to the understanding of intellectual and personality development and to the treatment of behaviour disorders and learning disabilities.
4. To develop an understanding of the major diagnostic classifications of personality and behavioural disorders.
5. To develop an understanding of selected theories of personality and psychotherapeutic approaches.
6. To understand the implicit philosophical positions that the various theories of learning are based upon.

COURSE OBJECTIVES; To be able to critically discuss and demonstrate, through oral and written responses, an understanding of:

1. The major theoretical approaches to the study of human learning.
2. the fundamental principles of human learning and cognition; including, operant and classical conditioning, motivation, perceptual, verbal, language and concept learning as well as human memory, thinking and problem solving processes.
3. how the principles of human learning can be applied to the understanding of intellectual, social and personality development and the treatment of learning and behaviour disorders.
4. the major diagnostic classifications of personality and behaviour disorders.
5. selected theories of personality and psychotherapeutic approaches.
6. the implicit philosophical positions that the major theories of learning are based upon.
7. how to research, prepare and present a seminar*to facilitate class learning on a chosen topic in human learning.

TEXTS: 1. Ellis, H.C., Fundamentals of Human Learning and Cognition, Wm. C. Brown, 1972

^{2*} Introductory Psychology, Vol. VI, Mental Health, Individual Learning Systems, 1973.

NOTE: Texts will subsequently be referred to as H.L.C. and I.L.S. respectively.

Additional readings may be assigned during the course at the discretion of the instructor.

SYLLABUS: NOTE: The course is divided into four approximately equal units of time and material to be covered.

UNIT I (4 weeks): - introduction to the course and overview of the course outline

- the concept of learning
- historical overview of major learning theories and approach to the study of human learning
- classical and operant conditioning
- the concept of motivation and reinforcement
- basic principles of conditioning; acquisition, extinction generalization and discrimination.
- characteristics of verbal learning
- Ebbinghaus and associationism
- procedures for studying verbal learning
- factors affecting verbal learning

ASSIGNED READING: H.C.L. p. 1-61

QUIZ: at end of Unit I (1st week of February)

UNIT II (4 weeks):

- memory processes; encoding, storage and retrieval
- theoretical approaches to the study of memory
- recall and recognition memory
- sensory, short and long term memory
- organizational and retrieval processes
- interference in memory
- study habits and memory
- the nature and the study of concept learning
- factors affecting concept learning
- theories of concept learning
- some practical principles of concept learning

ASSIGNED READING: H.C.L. 108-154

MID TERM TEST: February 24

UNIT III (4 weeks):

- the nature of perceptual learning and perceptual tasks
- categories of perceptual learning
- what is learned in perceptual learning?
- some practical implications
- functions and basic units of language
- surface and deep structure of language
- language development and thought
- thinking and problem solving
- general features of problem-solving tasks
- persistence of set and functional fixedness and motivation:
factors in problem solving
- theories of thinking and problem solving
- some practical suggestions
- behaviour disorders; what is abnormal behaviour?
- techniques for dealing with aggressive behaviour
- psychoses: schizophrenia, manic-depressive and involution
- neuroses: anxiety, obsessive-compulsive and phobic
reactions
- character disorders, (general and sociopathic) and sexual
deviation

ASSIGNED READING: H.C.L. p. 156-189, I.L.S. p. 1-50

ASSIGNMENT: of Unit topic March 20 learning and problem solving.
Due by March 23.

UNIT IV (3 weeks):

- personality as a field of study
- personality assessments
- psychoanalytic and other theories of personality
- psychoanalysis and psychotherapy
- transactional analysis
- client-centred, gestalt and behaviour therapy approaches

ASSIGNED READING; I.L.S. p. 55-115

Seminar Research and Presentation Assignment;

Students working in pairs will be responsible for research and conducting a class seminar, on a topic related to human learning or mental health, chosen in consultation with the instructor, who will act as an advisor and resource person for the students.

Seminars will be scheduled to occur mainly during the last three units of the course.

FINAL TEST; April 21

METHODOLOGY; Learning will be facilitated by lectures, class discussions and audio-visual presentations.

Assignments are designed to provide students both individual and co-operative learning experiences.

During paired student seminar research and presentations, students will be responsible for facilitating their own and their classmates learning, with the instructor functioning as an advisor and resource person.

EVALUATION;

Students will be responsible for attendance and participation in all areas of the course as outlined and for all assignments and tests requested. Students will also be significantly involved in the process of evaluating one another's seminar research and presentations with the instructor.

The final course grade will be determined as follows:

1. Class attendance and participation	10%
2. Quiz (end of Unit I)	10%
3. Mid term test	20%
4. Quiz (end of Unit III)	10%
5. Assignment (learning and problem solving)	10%
6. Seminar research and presentation	20%
7. Final test	<u>20%</u>
TOTAL POSSIBLE	TcToT

A grade of A, B, C, I, or R will be awarded upon completion of the course, in accordance with the grading policy of Sault College:

ie. A - 80-100%, B - 70-79%, C - 60-69%

The "I" grade is intended for students who in the opinion of the instructor can benefit from the "make-up" period of instruction.