

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION: MASTER OF COUNSELLING
CAAP 6631: COGNITIVE AND AFFECTIVE BASES OF BEHAVIOUR
ONLINE SPRING: MONDAY JANUARY 7TH – FRIDAY APRIL 12TH, 2019
Dr. Blythe Shepard

Contact Information:

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Calendar Description

- Credit Hours: 3.0 – Graduate Studies
 - Contact hours per week: Online (directed paced study with weekly online interaction)
 - Prerequisite: None
- Equivalent: Education CAAP 631; Education 5623 (Learning Processes, prior to 2012/2013)

CAAP 6631 Cognitive and Affective Bases of Behaviour

Credit hours: 3.0 Contact hours per week: Online facilitated instruction

Focuses on theories of cognition and affect by examining how humans process information and organize their knowledge and emotional experiences. Contemporary issues will be addressed in several areas of application including regulation of affect and behaviour in everyday life and in unusual circumstances.

The field of learning and counselling is dynamic and ever changing. We continue to witness significant advances in theory, research, and practice in the field of learning. There is considerable interest in exploring human potential for learning among professionals in fields such as education, counselling, health, medicine, and athletics.

In all fields, practitioners look to learning theories and principles to assist in the development of meaningful learning experiences for an increasingly diverse population. This course will identify and discuss the essential features of the major theories of learning and present the most current research in each area of learning. Students will discover how the principles of learning relate to their own learning and behaviour, and how the principles can be used to understand the behaviour of others, specifically in counselling situations. In addition, there will be opportunities to apply the learning principles in case-study situations and to explore the practical implications of learning theory in educational and therapeutic settings. Students will explore the relationships that exist between theories of learning and counselling practice.

Objectives for Cognitive and Affective Bases of Behaviour Course:

- Explain the principles of learning theories
- Explain the principles of affect theories
- Describe the ways in which humans process information
- Illustrate ways in which humans organize knowledge and emotional experiences, and how these processes and methodologies might impact your role as counsellor
- Work in small groups and individually to explore topics around cognitive and affective bases of behaviour
- Become proficient in meeting APA editorial and referencing standards for written work.

Required Texts

American Psychological Association (2010). *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association.

Hill, D. (2015). *Affect Regulation Theory: A Clinical Model*. New York, NY: W. W. Norton & Company Ltd.

Ormrod, J. E. (2016). *Human learning* (7th ed.). Toronto, ON: Pearson. This is the loose leaf version.

- Course readings and other resource for the course will be available in Moodle in our weekly lessons (e.g., media clips, websites, journal articles, etc.)
- An excellent website to visit: <http://www.learning-theories.com>

Course Structure

This 39 hour course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout the course. During each week, you will be expected to respond to the thought-provoking questions that are posted in the weekly discussion forum. Discussion forum participation is graded for quality and quantity.

PROFESSIONAL RESPONSIBILITIES

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its students' freedom of thought, beliefs, opinions and expressions. As a professional Faculty, the Faculty of Education is committed to assisting students to become professionals. The Faculty, then, has the responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviours that students are expected to develop and demonstrate during all field and on-campus components within the counselling psychology program. Appropriate demonstration of these professional

standards will be judged by instructors and counselling psychology agency personnel.
Please see: <https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2018-19/sgs/sgs.pdf#nameddest=mc>

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar: pages 57-63
<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2018-19/sgs/sgs.pdf>

(Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

College of Alberta Psychologists Standards of Practice:

<https://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

CCPA Code of Ethics:

<http://www.ccpa-accp.ca/en/resources/codeofethics/>

Faculty of Education Standards of Professional Conduct:

<https://www.uleth.ca/education/resources/professional-conduct>

DISABILITY POLICY:

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the University of Lethbridge's **Accommodated Learning Centre** for guidance and assistance.

<http://www.uleth.ca/ross/accommodated-learning-centre>

University of Lethbridge's **Student Counselling Services** is another resource available to all students and they do offer telephone support for our distance learners.

<http://www.uleth.ca/counselling>

CONFIDENTIALITY:

- Questions, experiences shared, and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.
- Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided and all encounters must reflect **respect for the right of colleagues** to differ and hold various values and opinions.
- All dialogue, interactions, and inclusive pedagogy should reflect the **professional manner** in which one would conduct themselves in any educational setting; refer to Code of Conduct.
- Due to the interactive format of this class and ongoing class-based discussion, students are **expected to read the assigned texts/articles prior to class** and participate in all class activities.

- To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner.
- Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).
- If you are aware of any situations where individuals are not honouring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.
- If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

INTELLECTUAL HONESTY:

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The APA website (<http://www.apastyle.org>) offers information about the citation styles of the American Psychological Association.

ATTENDANCE:

As students in the Faculty of Education, the following professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA) and the Canadian Psychological Association (CAP). If you are ill or otherwise unable to attend class, please notify me by phone or email prior to the class.

*Non-excused absences will result in a 5% reduction in your final grade.

Evaluation

B Shepard
Jan 2019

To receive credit for CAAP 6631, students must submit all of the course assignments. The student's final grade for the course will be based on the student's performance in following outlined course activities. Please note there is a strict late policy. ***Late assignments will lose 10% per calendar day, unless an extension was granted prior to the due date.*** Please contact me if you need a reasonable extension (blythe.shepard@uleth.ca) **Note:** all assignments are due by 11:59 pm on the date indicated on the above schedule. Late assignments will be penalized 10% per day after the due date.

APA Format: All written assignments must be completed according to the format described in *the Publication Manual of the American Psychological Association* (6th ed.).

I strongly recommend that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment. In this course you will be expected to use APA style when posting on the Discussion Forum and for assignments.

Please acquaint yourself with these sections of the APA Manual:

Evaluation Component	Reference* and Grading Criteria
Writing Style and Presentation	Chapter 3, Sections 3.05 to 3.16
Spelling and Punctuation	Chapter 4, Sections 4.01 to 4.30
Organization and Heading Style	Chapter 3, Sections 3.02 to 3.04
Quotations and Within-Text Citations	Chapter 6, Sections 6.03 to 6.10
Reference List	Chapter 6, Sections 6.17, 6.22, 6.25, 6.26, and 7.01

*American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Submitting Assignments

Please submit ALL assignments by posting them in the identified Moodle dropbox as ONE document or send them be attachment to blythe.shepard@uleth.ca. Please note that if you use the draft icon in the dropbox, I am unable to read the document. It is your responsibility to upload the document and to ensure that it is complete. Note: Google docs and Pages are not supported by the University server; hence they cannot be used within your assignments. All assignments must be identified with the following file name structure:

❖ CAAP6631 Last Name First Name 2019 Assignment 1

LETTER GRADE:

The Faculty of Education at U of L has a standardized grading system for its graduate program.

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's level program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

ASSIGNMENTS:

CAAP 6631 Course Assignment Activities	Weight
Assignment #1: DISCUSSION FORUM [Two feedback points]	25 %
Assignment #2: GROUP Assignment to Lead Discussion Forum	30 %
Assignment #3: INDIVIDUAL Paper	25%
Assignment: INDIVIDUAL Integration Assignment	20%

Further information related to assignments [explanations and rubrics] will be posted in our Moodle site on the first day of classes.

*** The Discussion Forum runs from Monday morning 6 AM until Friday night (11:59 pm).** You are expected to log on at least twice times a week, although logging on several times a week is desirable inasmuch as it will enhance the discussion among the participants and advance your learning. Please post as early in the Discussion Week as possible (e.g., Tuesday or Wednesday) so that you can maximize your contributions and your key ideas.

TENTATIVE TOPICS AND SCHEDULES PIQUETTE 2019

Week	Topic	Reading	Due Dates
2019			Submission by 11:59 PM MST
January 7 to 11	Introduction to Human Learning	Course Outline Assignment Outline	Discussion Forum #1

		Ormrod, Chapters 1 & 2. Supplementary reading: Chapter 3	
January 14 to 18	Behaviorist Views of Learning	Ormrod, Chapters 3 & 4	Discussion Forum #2
January 21 to 25	Cognitive Theories of Learning, Part I (Components of Memory, Storage, and Encoding)	Ormrod, Chapters 6 & 7	Discussion Forum #3
January 28 to February 1	Cognitive Theories of Learning, Part II (Nature of Knowledge, Retrieval, and Forgetting)	Ormrod, Chapters 8 & 9 Supplemental Reading: Hill Chapter 4	Discussion Forum #4 (Led by Group 1) Due to instructor January 26 th
February 4 to 8	Cognitive Theories of Learning, Part III (Cognitive-Developmental Perspectives, and Sociocultural Theory)	Ormrod, Chapters 10 & 11	Discussion Forum #5 (Led by Group 2) Due to instructor Feb. 2 nd
February 11 to 15	Cognitive Theories of Learning, Part IV (Motivation and Affect)	Ormrod, Chapters 14 & 15	Discussion Forum #6 (Led by Group 3) Due to instructor Feb 9 th
READING WEEK FEBRUARY 18 to 22			
February 25 to March 1st	Complex Learning and Cognition	Ormrod, Chapters 12 & 13	Discussion Forum #7 (Led by Group 4) Due to instructor Feb. 23 th Discussion Forum feedback
March 4 th to March 8 th	Social Cognitive Theory	Ormrod, Chapter 5	Discussion Forum #8 (Led by Group 5) Due to instructor March 2 nd
March 11 th to March 15 th	Introduction to Affect and its Regulation	Hill, Intro and Chapters 1 & 2	Discussion Forum #9
March 18 th to 22 nd	Theory of Development	Hill, Chapters 5, 6, 7, & 8	Discussion Forum #10
March 25 th to March 29 th	Theory of Pathogenesis	No readings	Assignment #3 due March 29th

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April 1 st to April 5 th	Theory of Therapeutic Actions	Hill, Chapters 9, 10 & 11	Discussion Forum #11
April 8 th to April 12 th		Hill, Chapters 12, 13, & 14	Discussion Forum #12
Saturday, April 13 th			Assignment #4 due April 13 th Discussion Forum feedback 2