

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION: MASTER OF COUNSELLING
**CAAP 6631: COGNITIVE BASES OF BEHAVIOUR:LEARNING
PROCESSES**
ONLINE SPRING: MONDAY JANUARY 6 – FRIDAY APRIL 3, 2020
Dr. Blythe Shepard

Contact Information:

Instructor: Blythe Shepard, PhD Office: TH316 Phone: 329-2383
Email: blythe.shepard@uleth.ca
Office Hours: by email to set up a phone call or videoconference

Graduate Programs: Mr. Kevin Matis Office: TH 403 Phone: 329-2256
Email : kevin.matis@uleth.ca

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)

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.

Overview of the Course

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.)

The following reference materials, such as the *CCPA Code of Ethics* and *Standards of Practice*, will complement the required course readings. These documents are available at **no cost**:

- The *CCPA Code of Ethics* is available at http://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf
- The *CCPA Standards of Practice for Counsellors* is available at http://www.ccpa-accp.ca/wp-content/uploads/2015/07/StandardsOfPractice_en_June2015.pdf

Course Structure

The 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.

Your final grade for the course will be a composite mark based on your performance in these

course activities. There is a **five (5%) percent deduction** for late assignments **unless arrangements are made with the instructor in advance**. Extensions will only be granted in exceptional circumstances that are unpredictable or out of your control.

Written assignments are to be submitted by midnight on the due date using the following format: Course#.Assign#.Last Name.doc

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/sites/ross/files/imported/academic-calendar/2019-20/sgs.pdf>

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar: <https://www.uleth.ca/sites/ross/files/imported/academic-calendar/2019-20/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.

CCPA Code of Ethics:

http://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

Canadian Code of Ethics for Psychologists:

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

Faculty of Education Standards of Professional Conduct:

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

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.

WRITING FORMAT

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable. 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.

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>

Evaluation

To receive credit for CAAP 6631, students must submit all 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.

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

B Shepard
January 2020

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

Submitting Assignments

Please submit ALL assignments by sending them by attachment to blythe.shepard@uleth.ca.

All assignments must be identified with the following file name structure:

- ❖ CAAP6631 Last Name First Name 2020 Assignment 1 [CAAP6631 Shepard Blythe 2020 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 with Peer Led Discussion Forum	35 %
Assignment #3: Attachment and Affect Development Paper (Individual)	20%
Assignment: INDIVIDUAL Integration and Reflection Paper	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 until Friday NOON MST.**

B Shepard
January 2020

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

Week	Topic	Reading	Due Dates
2020			
January 6 to 10	Introduction to Human Learning	Course Outline Assignment Outline Ormrod, Chapters 1 & 2.	Discussion Forum #1 (3 questions)
January 13 to 17	Behaviourist Views of Learning	Ormrod, Chapters 3 & 4	Discussion Forum #2 (2 questions)
January 20 to 24	Cognitive Theories of Learning, Part I (Components of Memory, Storage, and Encoding)	Ormrod, Chapters 6 & 7	Discussion Forum #3 (Led by Group 1) Due to instructor January 17th
January 27 to January 31	Cognitive Theories of Learning, Part II (Nature of Knowledge, Retrieval, and Forgetting)	Ormrod, Chapters 8 & 9	Discussion Forum #4 (Led by Group 2) Due to instructor January 24th
February 3 to 7	Cognitive Theories of Learning, Part III (Cognitive- Developmental Perspectives, and Sociocultural Theory)	Ormrod, Chapters 10 & 11	Discussion Forum #5 (Led by Group 3) Due to instructor Jan 31st
February 10 to 14	Cognitive Theories of Learning, Part IV (Motivation and Affect)	Ormrod, Chapters 14 & 15	Discussion Forum #6 (Led by Group 4) Due to instructor Feb 7 th
READING WEEK FEBRUARY 17 to 21			
February 24 to February 28	Complex Learning and Cognition	Ormrod, Chapters 12 & 13	Discussion Forum #7 (Led by Group 5) Due to instructor Feb. 21st

B Shepard
January 2020

			Instructor Discussion Forum mid-term feedback
March 2 to March 6	Social Cognitive Theory	Ormrod, Chapter 5	Discussion Forum #8 (Led by Group 6) Due to instructor February 28 th .
March 9 to March 13	Introduction to Affect and its Regulation	Hill, Intro and Chapters 1 & 2	Discussion Forum #9 (2 questions)
March 16 to 20	Theory of Development	Hill, Chapters 5, 6, 7, & 8	Discussion Forum #10 (2 questions)
March 23 to March 27	Theory of Pathogenesis	Hill, Chapters 9, 10 & 11	Discussion Forum #11 (2 questions) Assignment #3 due March 30 th
March 30 to April 3	Theory of Therapeutic Actions	Hill, Chapters 12, 13, & 14	Discussion Forum #12 (2 questions)
Final Assignment			Assignment #4 due April 8 th Discussion Forum feedback to students mid-April