

**THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION**

**EDUCATION 5623:
COUNSELLING PSYCHOLOGY: LEARNING PROCESSES**

Instructor: Trent Leighton
Office: MH3044
Phone: 332-4536
email: trent.leighton@uleth.ca

Course Description

In-depth study of the major theories of learning as well as current research in the area of learning psychology. Theoretical models of learning in Educational and Counselling Psychology settings are explored.

Course Objective

Students will develop the knowledge, skills, and attitudes necessary to identify and evaluate critical learning theories.

Specifically, by the end of the course, the student will:

1. Demonstrate a comprehensive knowledge of the major theories of learning
2. Demonstrate an ability to identify appropriate learning principals
3. Develop a set of criteria from which to critically assess the quality and relevancy of research in the area of learning.
4. Examine the reciprocal relationship between cognition and behaviour, social learning theory and social psychology

REQUIRED TEXTBOOKS:

Epistemology: A contemporary introduction to the theory of knowledge
Robert Audi
2011 New York: Routledge

RECOMMENDED READING:

1. Theories of Learning: Olson and Hergenhahn
2. Our Minds, our Memories: Ormrod
3. Lack and Transcendence: The Problem of Death and Life in Psychotherapy, Existentialism, and Buddhism: David Loy
4. The Sane Society: Erich Fromm
5. The Informed Heart: Bruno Bettelheim
6. Healing the Split: Nelson
7. Philosophical Inquiry: Jonathan Adler and Catherine Elgin

Topic Outline**Week#1: July 10th-14th**

- I Introduction to Human Learning and Conditioning
 1. Foundations and Perspectives of Learning

2. Part 1: Behaviourist Approaches to Learning
 1. Behaviourism and Learning
 2. Classical Conditioning
 3. Operant Conditioning

3. Part 2: Social Learning Theories
 1. Foundations of Social Learning Theory
 2. Role of Cultural Constructs in Learning Processes

4. Part 3: Cognitive Views of Knowledge and Learning
 1. Assumptions and Antecedents of Cognitivism
 2. Memory
 3. Theories of Intelligence
 4. Schema's and Information Processing Models

5. Part 4: Complex Learning and the role of Cognition
 1. Self-Regulation and Meta Cognition
 2. Identity and Memory
 3. Peer Influence and Modelling
 4. Situational Cognition and the Translation of Knowledge
 5. Questioning and Critical Discourse
 6. Role of Gender in Learning

7. Modern and Post-Modern frameworks of Learning
6. Part 5: Motivations and Causality in Learning
 1. Cognitive Behavioural Dimensions of Self-Efficacy
 2. Learning Orientations and Goals
 3. Cognitive patterns and mental illness
 4. Implicit and Explicit motivational theories of learning

COURSE ASSIGNMENTS: Final mark will be cumulated as a percentage of the total points from each assignment added together and weighed against the following scale:

Grading Schedule for Graduate Classes

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

1. Learning Theory Paper: 45%

Length: 10-12 pages

Due: By July 26th

Objective: This paper will allow students to demonstrate mastery in one or more theoretical frameworks of learning utilizing course materials and lectures.

Description:

A paper of 10-12 pages highlighting the following:

- *What are the primary roles assigned to cognition in the chosen learning theory?
- *What are the behavioural influences of the chosen theory?
- *How do social influences and constructs factor into the learning process you have identified?
- *Describe the reciprocal relationship between cognitive, behavioural and social learning variables

Clarity of demonstrating learning theory = 15%

Depth of understanding the cognitive, behavioural and social determinants of learning = 15%

Demonstration of the theoretical relationships cognitive, behavioural and social learning processes that take place in the learning theory chosen = 15%

2. Class Presentations: 40%

Duration: 1-1.5 hours

Due: Presentations will commence the second week of class

Objective: Students will form dyads and present a learning theory grounded in cognitive, behavioural and social constructs of learning. Students are encouraged to utilize a variety of methods and instructional venues to present their material to the class, including audio/visual, Prezi and PowerPoint as well as handouts and relevant readings. The goal of these presentations is to foster peer driven dialogues and questions to enhance the overall depth of understanding the psychology of learning.

Description:

Presentations will encompass the following:

- *The foundational role that cognitive, behavioural and social variants play in the evolution of learning
- *Developmental milestones of learning
- *Relationship between individual psychology and learning
- *Reciprocal relationship between self-resiliency and cognitive patterns
- *Role of motivation and memory in learning processes.

Disseminating theoretical principles of learning theory with clarity and understanding = 15 marks

Relationship between theories of learning and theories of mental health = 15 marks

Application of theory and personal reflections into counselling practices = 10 marks

Attendance and participation: 15%

Will consist of regular attendance coupled with active contributions toward class discussions, exercises and group work. Participation will be an amalgam of peer and self-evaluations.

STUDENT CONDUCT:

Reminder: Students enrolled in ED 5623 are subject to the student discipline policy for academic and non-academic offense in accordance with University policy as outlined in the Calendar.

Additionally, in the Faculty of Education graduate 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 for the field, as noted below.

ATA Code of Professional Conduct

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

College of Alberta Psychologists Standards of Practice:

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

Canadian Code of Ethics for Psychologists:

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

Canadian Counselling and Psychotherapy Association Code of Ethics:

<http://www.ccpa-accp.ca>

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

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- *Guidance on whether you need permission or a license to copy a work (see the Copyright Permissions Flow Chart)
- *Guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing)
- * Permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

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