

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION

Counsellor Education Program
Master of Counselling

CAAP 6631: Cognitive and Affective Bases of Behavior¹

Spring Semester: January– April, 2016
Starts January 6, 2016 [Reading Break: February 16 – 19]
Section: OL

Contact Information:

- Delivery Format: Online with weekly lessons and highly interactive online discussions
- Instructor: Dr. Jody Sherman LeVos
- Email Address: jody.levos@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: CAAP 631; Education 5623; Education 5620 (Learning Processes, prior to 2012/2013)

Course Description:

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 behavior in everyday life and in unusual circumstances.

The field of learning 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. In this course we 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 ideally discover how the principles of learning relate to their own learning and behavior, and how the principles can be used to understand the behavior of others.

¹ The course description, objectives, required reading material and course structure inserts in this course syllabus are standardized. The course schedule (although one is recommended) and assignments are at the discretion of the course instructor.

Objectives for Cognitive and Affective Bases of Behavior Course:

1. Explain the principles of Cognition theories
2. Explain the principles of Affect theories
3. Describe the ways in which humans process information
4. Illustrate ways in which humans organize knowledge and emotional experiences, and how these processes and methodologies might impact your role as counselor
5. Work in small groups and individually to explore topics around cognitive and affective bases of behavior
6. Become proficient in meeting APA editorial and referencing standards for written work.

Required Course Resources:

- Ormrod, J. E. (2012). *Human Learning*, 6th Edition.
- Hill, D. (2015). *Affect Regulation Theory: A Clinical Model*. W. W. Norton & Company Ltd.
- Additional resources may be provided by the instructor (e.g., media clips, websites, journal articles, etc.)

Course Structure:

This course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The course is divided into 13 lessons, which are offered over a 13-week period. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of 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. Once the questions have been posted, you may contribute your ideas at any time between **Wednesday morning and Sunday night (11:59 pm)**. You are expected to log on at least twice a week, although logging on multiple times a week is desirable inasmuch as it will enhance the discussion among the participants and advance your learning. *Please post as earlier in the Discussion Week as possible so that you can maximize your contributions and your take-aways.* Discussion postings made on Monday or Tuesdays will not count. You will have two days (Monday and Tuesday) to prepare for the following week's lesson before the next discussion forum begins (Wednesday morning).

COURSE SCHEDULE

LESSON #/ WEEK START DATE	TOPIC	READING	DUE DATES
Lesson 1 January 6	Introduction to Human Learning	Ormrod, Chapters 1 & 2	
Lesson 2 January 13	Behaviorist Views of Learning	Ormrod, Chapters 3 & 4	
Lesson 3 January 20	Cognitive Theories of Learning, Part I (Components of Memory, Storage, and Encoding)	Ormrod, Chapters 7, 8, & 9	
Lesson 4 January 27	Cognitive Theories of Learning, Part II (Nature of Knowledge, Retrieval, and Forgetting)	Ormrod, Chapters 10 & 11	Group 1 (Lesson 4) – Assignment 1 January 26, 11:59 pm
Lesson 5 February 3	Cognitive Theories of Learning, Part III (Cognitive-Developmental Perspectives, and Sociocultural Theory)	Ormrod, Chapters 12 & 13	Group 2 (Lesson 5) – Assignment 1 February 2, 11:59 pm
Lesson 6 February 10	Cognitive Theories of Learning, Part IV (Motivation and Affect)	Ormrod, Chapters 16 & 17	Group 3 (Lesson 6) – Assignment 1 February 9, 11:59 pm
Reading Week (February 16 – 19)			
Lesson 7 February 24	Complex Learning and Cognition	Ormrod, Chapters 14 & 15	Group 4 (Lesson 7) – Assignment 1 February 23, 11:59 pm
Lesson 8 March 2	Social Cognitive Theory	Ormrod, Chapter 6	Group 5 (Lesson 8) – Assignment 1 March 1 11:59 pm

Lesson 9 March 9	Introduction to Affect and its Regulation	Hill, Introduction & Chapters 1 & 2	
Lesson 10 March 16	Theory of Development	Hill, Chapters 5, 6, & 7	Assignment 2 March 22 11:59 pm
Lesson 11 March 23	Theory of Pathogenesis, Part I	Hill, Chapters 8 & 9	
Lesson 12 March 30	Theory of Pathogenesis, Part II	Hill, Chapters 10 & 11	
Lesson 13 April 6	Theory of Therapeutic Actions	Hill, Chapters 12, 13, & 14	Assignment 3 *April 5 11:59 pm

Evaluation

To receive credit for CAAP 6633, 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 submit assignments by emailing jody.levos@uleth.ca and attaching your assignment(s) with the following file name structure:

CAAP6631_2016_Assignment1_LAST NAME_FIRST NAME

Course Activity	Weight	Deadline
Assignment: DISCUSSION FORUM Active participation in the online discussion forums, as measured by quantity and quality.	30%	You will receive a qualitative midterm evaluation on your DF postings for weeks 1 – 6 during weeks 7-8. You can expect a brief email with high-level comments about your discussion forum postings.
#1 Assignment: GROUP Assignment Create a short paper, a teaching tool (e.g., powerpoint presentation, informational brochure, Youtube video, etc.), and discussion forum questions & moderation.	25%	Due by 11:59 pm the night before your group's Discussion Forum week begins. Please email your discussion forum questions and teaching tool at least 24 hours in advance so that the instructor can post them.

#2 Assignment: INDIVIDUAL Paper Short paper based on chapters 5, 6, & 7 of Hill (2015). After reading the chapters and engaging in a week of discussions with your peers, assignment 2 will be a reflection of your views and insights into the theories and research.	20%	Due March 22nd, by 11:59 pm
#3 Assignment: Personal Competencies Paper	25%	Due April 5, by 11:59 pm

Course Activities – More Detail

Participation in Online Discussions (30%)

Each week, unless otherwise noted in your course schedule, you will be expected to participate in an online discussion forum containing a set of questions for discussion or issues for reflection. Posting to forums should occur between Wednesday and Sunday. No marks will be awarded for posts submitted on Mondays or Tuesdays. *Each student is entitled to one week “off” from discussion postings – please contact your instructor before the start of the week to indicate your intended absence.*

Participation marks will be awarded to students who contribute weekly to the discussions. You are expected to make substantive contributions to the forum dialogue. To do so, you must have read the required materials and given considerable thought to the concepts and theoretical issues presented. In general, scholarly work involves the ability to critically analyze information, to synthesize information from a variety of sources, to compare and contrast similar theoretical structures across different theories, and to raise relevant examples to illustrate principles.

Grading Criteria

Participation in the online discussions is evaluated on the basis of both the frequency of your posting to the forums and the quality of your online comments. The specific grading criteria for these two components are described below.

Evaluation Component	Grading Criteria	Weight (20 marks)
Extent of Participation	<ul style="list-style-type: none"> • Two postings to the questions or issues raised in the weekly forum. Please note that some forums contain more than two questions in order to provide you with some options for response. You are welcome to engage in the discussions of all questions. You are required to respond to at least two. • In some weeks, you are required to respond to a particular question or prompt as one of your replies. These questions are marked as Mandatory in the study process. 	10 marks

	<ul style="list-style-type: none"> • Three responses (minimum) per week in response to the postings of other students. <p>Responses to questions or issues posted in the forums must be between 100 and 200 words. The discussion forums can be accessed directly from the Course Content Home page or from within Course Resources. Please be careful to select the appropriate forum for each week.</p> <p>You should look at your participation in the discussion forums as roughly equivalent to the three hours you would traditionally spend in an on-campus graduate seminar. Your reading, preparation, and assignment time take place in addition to those three hours.</p> <p>You are permitted to miss posting to the discussion forum for one week during the semester without impacting your grade.</p>	
Quality of Comments	<ul style="list-style-type: none"> • Core constructs accurately identified and described • Material from previous units integrated to formulate ideas and generate dialogue • Personal perceptions, attitudes, values reflected in the contributions • Self-awareness, sensitivity to others, openness to personal growth demonstrated • New and related perceptions of an issue raised • Ability to synthesize, personalize, and apply learning to personal development demonstrated • Relevant readings and research cited to support points <p>The quality of your comments is evaluated on the basis of criteria similar to those used in evaluating written assignments. Comments should demonstrate that you have read the background material and given thought to the issues raised. You should also demonstrate your active engagement in the process of self-reflection.</p> <p>At least one of your postings each week should incorporate specific reference to the core readings or additional resources that you have accessed to prepare for the discussion.</p> <p>Marks are awarded for a pattern of responses; individual responses are not graded.</p>	10 marks

Assignment 1: GROUP Presentation (25%)

Assignment 1 is a multi-faceted assignment that you will complete in small groups (2 – 4 members per group). You will self-select your own groups and topics within the first two weeks of the course. The entire assignment is due the night before your week's lesson (see schedule above). Please email your groups' discussion forum questions (part C) and teaching tool (part B) at least 24 hours in advance so that the instructor can post them on your behalf (e.g., Monday for the Wednesday start). The three components of the assignment are:

Part A – short paper (to be emailed to the instructor. Not for the rest of your peers)

Part B – teaching tool (to be posted for your peers to use)

Part C – discussion questions and discussion forum moderation (to be posted for your peers in the discussion forum)

Grading Criteria : 25 marks

Part A: Short Paper

APA Style (Part A only): See APA Format Grading Criteria: 2 marks

Synthesis of the literature: 5 marks

Clear and accurate synthesis of 4 - 6 articles in the literature on the selected learning issue.

Discussion of issues and application of the topic to counseling practice: 5 marks

Discussion of the issues related to the particular theory/theories chosen and how the selected topic relates to counseling practice generally. Answer questions such as: why is it important to consider this theory/theories? What have we learned that will be important for our practices and why?

Part B: Teaching tool (brochure, poster, Powerpoint Presentation, Youtube video, app, etc.)

Conceptual and theoretical foundation: 4 marks

Clearly articulated background on the theory/theories and the link(s) to counselling.

Effectiveness of the learning object: 6 marks

Evidence that the learning object functions as a stand-alone product, is comprehensive and engaging, and provides insights and provokes additional questions and queries.

Contains the discussion forum questions with thought-provoking commentary to get the discussion forums off to a great start.

Part C: Discussion Forum questions and moderation

Discussion questions: 3 marks

Generation of two relevant and effective forum questions and appropriate moderation of the discussion forum throughout the week.

Group presentations will not begin until lesson 4 of the course to allow you time to work together. The group will choose a topic (with corresponding chapters listed above), related to one of the following areas:

- Group 1- Nature of Knowledge, Retrieval, and Forgetting
- Group 2 - Cognitive-Developmental Perspectives, and Sociocultural Theory
- Group 3 - Motivation and Affect
- Group 4 – Complex Learning and Cognition
- Group 5 – Social Cognitive Theory

Part A of the presentation should follow APA format and be no more than 12 to 15 pages in length (double-spaced), excluding references.

Consider Part B as the creation of a resource for another counsellor to be able to benefit from your understanding of these learning principles. Part B should function as a stand-alone teaching tool. Part B can be presented in any format the group chooses from traditional paper to web page to an online demonstration of a particular model or strategy that the group has developed together. There is no page limit on Part B to accommodate flexibility and creativity in presentation style.

The overall purpose of this assignment is to have you explore a particular topic and develop skills and knowledge in a given area, as well as promote your understanding of how learning theory and processes can be applied in practice to construct learning activities for others.

APA Scoring Rubric

Evaluation Component	Relative Weight
Writing Style and Presentation	2 points
Spelling and Punctuation	2 points
Organization and Heading Style	2 points
Quotations and Within-Text Citations	2 points
Reference List	2 points
TOTAL	10 points

Assignment 2: INDIVIDUAL Paper (20%)

In this paper, you will explore the topic of secure attachment and the development of affect regulation. Based on chapters 5 - 7 from Hill (2015), you will write classical attachment theory, mentalization, and the development of the primary affect-regulating system. Consider crafting a question of your own (you are welcome to send it to your instructor in advance for advice and approval) or exploring one of the following questions:

1. What contributions have classical attachment theory made to modern counselling? Where might the field be without attachment theory? In what ways have attachment theory influenced your own profession?
2. What is the neurobiology of secure attachment? In what ways does it differ from insecure attachment? What types of evidence and research characterize this field? What did you learn about the neurobiology of secure attachment that you may not have known before reading the chapter(s) in Hill (2015)?
3. What is mentalization, or a secondary affect-regulating system? How does this compliment or extend the primary affect-regulating system? In what ways might mentalization impact your professional growth or work as a counsellor?

Your paper should not exceed 10 pages, double-spaced (excluding references and title page), and must include at least 4 related papers from the literature.

Grading Criteria: 20 marks

Thorough exploration of the topic/question, using insights from Hill (2015). 10 marks

Adherence to APA guidelines. 2 marks

Integration of four or more related sources. 4 marks

Clear and compelling links between the topic and the counseling practice. 4 marks

Assignment 3: Personal Competencies Paper (25%)

Grading Criteria : 25 marks

Reflection on your current level of understanding of cognitive and affective bases of behavior, including the ways in which your learning has been facilitated through the course readings and activities, and result of participation in this reflection: 12 marks

Clear identification of targets for continued professional development with strategies for increasing competency in those areas: 13 marks

This paper is designed to provide you with an opportunity to engage in both self-reflection and personal or professional goal setting. Throughout the course, you will be challenged to broaden your perspective on cognition and affective bases of behavior, and explore your theoretical basis in the Self-Reflection portion of the Study Process. The purpose of this paper is to summarize your learning into a concise appraisal of your current skills and knowledge in learning, as well as identifying weakness and setting goals to address weaknesses. It is also an opportunity to integrate learning from past courses with learning in the present course. In this paper, you will address the cognitive and social theories and issues explored in the course and reflect on their sense of awareness and competency in relation to these theories.

Your paper should be double-spaced and should not exceed 10 pages in length (excluding references and title page). You are not required to reference this paper, nor are required to follow APA style. Nonetheless, the paper should reflect integration and critical thought about the theories and concepts presented through the required readings and study process in the course. You are free to be creative in the way in which you present your learning.

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: A course with a grade of less than B- cannot be considered for credit in the M.Ed/M.C. 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	is a F		

Getting Started

Your first task for this course is to scan the three main reading materials: Two course texts and the coursepack. Try to complete the course readings for week 1 and 2 before the course starts 😊

Your second task in CAAP 6631 should be to review the appropriate Course Schedule and the Course Assignments Overview. Then create a study schedule incorporating a minimum of 3 hours of discussion forum activity a week and at least nine hours of course reading and study task completion each week. Schedule in additional time for the completion of assignments.

WISE TIP FROM PAST STUDENTS: Inform your family and friends that you need to spend ample time studying and participating in online work so your ability to engage in social activities is severely limited for the next 13 weeks! 😊



**Create a Daily
Study Schedule**

You may then want to review the Instructor and Student Profiles (located within the Discussion Forum for the course) so that you gain a sense of whom you will be working with throughout the course.

Remember, you can update your own Student Profile at any time to provide information about who you are and where you are in your program.

When week one starts, follow the instructions in the lesson for completing the study process and posting to the weekly discussion forum.