

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION

Counsellor Education Program
Master of Counselling

CAAP 6631: Cognitive and Affective Bases of Behavior

Fall Semester: September 7 – December 7, 2016

Section: OL



Contact Information:

- Delivery Format: Online with weekly lessons and highly interactive online discussions
- Instructor: Dr. Erica Backenson Makarenko, PsyD, NCSP, RPsych (provisional)
- Email Address: Erica.backenson@uleth.ca
- Office Hours: By Appointment

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.

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.

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 Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

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. Our week in this course begins on Wednesday mornings and goes until the following Tuesday at midnight.

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. It is expected that you post your original ideas and responses to the questions between **Wednesday morning and Sunday night at midnight**. In addition, you will be expected to post a response to one of your classmates’ original posts as well. These response posts must be made before Tuesday at midnight each week. 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.* Please note that there will not be discussion forum questions on weeks where there are other major assignments due.

COURSE SCHEDULE

WEEK & DATES	TOPIC	READING	DUE DATES
Week 1 September 7-13	Introduction to Human Learning	Course Outline Ormrod, Chapters 1 & 2	Discussion Forum #1 (Instructor-led)
Week 2 September 14-20	Behaviorist Views of Learning	Ormrod, Chapters 3 & 4	Discussion Forum #2 (Instructor-led)
Week 3 September 21-27	Cognitive Theories of Learning, Part I (Components of Memory, Storage, and Encoding)	Ormrod, Chapters 7, 8, & 9	Discussion Forum #3 (Instructor-led)
Week 4 September 28- October 4	Cognitive Theories of Learning, Part II (Nature of Knowledge, Retrieval, and Forgetting)	Ormrod, Chapters 10 & 11	Discussion Forum #4 (Led by Group 1) - Due to instructor Sept. 28 th by 11:59 pm MST
Week 5 October 5-11	Cognitive Theories of Learning, Part III (Cognitive-Developmental Perspectives,	Ormrod, Chapters 12 & 13	Discussion Forum #5 (Led by Group 2) - Due to

	and Sociocultural Theory)		instructor Oct. 5 th by 11:59 pm MST
Week 6 October 12-18	Cognitive Theories of Learning, Part IV (Motivation and Affect)	Ormrod, Chapters 16 & 17	Discussion Forum #6 (Led by Group 3) - Due to instructor Oct. 12 th by 11:59 pm MST
Week 7 October 19-25	Complex Learning and Cognition	Ormrod, Chapters 14 & 15	Discussion Forum #7 (Led by Group 4) - Due to instructor Oct. 19 th by 11:59 pm MST
Week 8 October 26- November 1	Social Cognitive Theory	Ormrod, Chapter 6	Discussion Forum #8 (Led by Group 5) - Due to instructor Oct. 26 ^h by 11:59 pm MST
Week 9 November 2-6	Introduction to Affect and its Regulation	Hill, Introduction & Chapters 1 & 2	Discussion Forum #9 (Instructor-led)
Reading Week - Nov. 7-12			
Week 10 November 12-15	Theory of Development	Hill, Chapters 5, 6, & 7	No discussion forum this week
Week 11 November 16-22	Theory of Pathogenesis, Part I	Hill, Chapters 8 & 9	Assignment #3 due Nov. 22 nd by 11:59 pm MST
Week 12 November 23-29	Theory of Pathogenesis, Part II	Hill, Chapters 10 & 11	Discussion Forum #10 (Instructor-led)
Week 13 November 30- December 7	Theory of Therapeutic Actions	Hill, Chapters 12, 13, & 14	Discussion Forum Self-reflection due Dec. 1 st by 11:59 pm MST Assignment #4 due Dec. 7 th by 11:59 pm MST

Required Course Materials:

- Ormrod, J. E. (2016). *Human Learning*, 7th 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.)

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 Erica.backenson@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 #1: DISCUSSION FORUM Active participation in the weekly online discussion forums, as measured by quantity and quality.	20%	You will complete a self-evaluation form for your participation in the discussion forum at the end of the term. The self-evaluation form is due December 1st by midnight MST . The self-evaluation form can be found in Appendix A.
Assignment #2: GROUP Assignment Create a short paper, a teaching tool (e.g., powerpoint presentation, informational brochure, Youtube video, etc.), and discussion forum questions & moderation.	30%	Due by 11:59 pm 24 hours 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.
Assignment #3: 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 3 will be a reflection of your views and insights into the theories and research.	25%	Due Nov. 22 nd by 11:59 pm MST
#3 Assignment: Personal Competencies Paper	25%	Due Dec. 9 th by 11:59 pm MST

Course Activities – More Detail

Assignment #1 - Participation in Online Discussions (20%)

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. There are two components to this task – the first is an **original post** in response to one of the questions posted for the week. The second component is a **response post** to at least one of your classmates. Original posting to the forum should occur between Wednesday and Sunday and should be between 150 and 200 words. Response posts can occur any time after original postings have been made to the forum but must be completed before Tuesday at midnight of each week. Response posts should be between 50 and 75 words but may be longer. *Each student is entitled to one week "off" from discussion postings – you do not need to contact your instructor regarding the week to indicate your intended absence.*

Your mark out of 20% will be determined by ensuring that you have met the minimum standard for number and length of responses and replies to other students, and by their quality. The instructor will be monitoring

and commenting on these postings throughout the term.

Quality of comments is based on the following:

1. Comments reflect an understanding of the material contained in the readings.
2. Personal perceptions, attitudes, values are reflected in the contributions.
3. Self-awareness, sensitivity to others, and openness to personal growth are demonstrated.
4. New and related perceptions of an issue are raised.
5. Ability to synthesize, personalize, and apply learning to personal development are demonstrated.
6. Relevant readings and research are cited to support points made.

In addition to the posts/responses, you are also required to complete the Self-Evaluation Discussion Form and submit this to your instructor by December 1st. The Self-Evaluation Discussion Form is attached to the end of this course outline in Appendix A.

As you can see from the Self-Evaluation Discussion Form, it asks that you keep track of how many posts you make each week and on which day(s) of the week. This forms the first part of the evaluation, based on the quantity of your posts (i.e., quantity is based on number and length of posts).

The second part of the evaluation is based on the quality of your posts. Near the end of the course, YOU are to choose which 2 weeks of the course you are to base your qualitative evaluation on and then grade yourself. While your instructor will take into consideration the mark that you provide yourself for the two sections (i.e., quantity and quality), the instructor remains the person who assigns the actual grade. Copy and paste the Self-Evaluation form into a word document and submit it to your instructor.

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.

The evaluation form for this assignment can be found at the end of the course outline in Appendix A.

Assignment #2: GROUP Assignment (30%)

Assignment #2 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 – group research 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)

Group presentations will not begin until Week 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 pages in length (double-spaced), excluding references and cover page. This should be completed as a group – you should take the time to negotiate roles and responsibilities with your group members as all parties in a group will receive the same mark for this task.

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

Grading Criteria: 30 marks

Part A: Group Research Paper

APA Style (Part A only): See APA Format Grading Criteria above: 4 marks

Synthesis of the literature: 6 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: 6 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: 4 marks

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

Assignment #3: INDIVIDUAL Paper (25%)

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 about 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 8 pages, double-spaced (excluding references and title page), and must include at least 4 related papers from the literature.

Grading Criteria: 25 marks

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

Adherence to APA guidelines. 4 marks

Integration of four or more related sources. 6 marks

Clear and compelling links between the topic and the counseling practice. 5 marks

Assignment #4: Personal Competencies Paper (25%)

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 8 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.

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

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

Getting Started

Your first task for this course is to scan the two main reading materials: Two course texts. 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. Also, take a look at the Group assignment topics and decide which group you would like to be a part of. These group slots will be available on a first come, first served basis. Once the course begins, the sign-up chart for groups will be posted on the course site. There will be a limited number of slots in each group depending on the number of students in the course.

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

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs).

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.

College of Alberta Psychologists Standards of Practice:
<http://cap.ab.ca/pdfs/HPAStandardsofPractice.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>

Privacy and Confidentiality

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

If you are aware of any situations where individuals are not honoring 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.

Withdrawal from an Online Course

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.

Technology Assistance for Moodle:

<http://moodleanswers.com/>

<http://www.moodleanswers.com/index.php/information>

For General IT Assistance:

<http://www.uleth.ca/information-technology/desktop/help>

<http://www.uleth.ca/information-technology/resources/tips-tricks>

<http://www.uleth.ca/information-technology/services>

Appendix A. CRITERIA FOR ASSESSMENT OF ASSIGNMENT #1 – DISCUSSION FORUM POSTINGS

Self-Evaluation Discussion Form

Name: _____

I. Tracking of Quantity and Timing for Discussion Forum Posts & Responses

Week	Wed. # of posts	Thurs. # of posts	Fri. # of posts	Sat. # of posts	Sun. # of posts	Mon. # of posts	Tues. # of posts	Total # of Posts (Substantive)
1								
2								
3								
4								
7								
9								
12								

Note:

- All posts tracked must be substantive (e.g., not cheerleader posts and not from auxiliary forums or course questions). Your instructor will verify these counts by randomly checking several weeks.
- Distinguish between initial posts and responses to other students by using bold to indicate your original posts (e.g., **2**, 3)

Student recommendation for quantity: /10

Student rationale (i.e., how did your quantity of posts compare to grading criteria?):

Instructor assigned quantitative grade: /10

Instructor comments:

II. Tracking of Quality for Discussion Forum Posts

Select **two** of your best weeks and provide samples of the substantive posts you are drawing from below.

Week ____ (from first of the 2 weeks chosen):

Discussion Question and Response #1 (from first of the 2 weeks chosen):

Discussion Question and Response #2 (from first of the 2 weeks chosen):

Week ____ (from second of the 2 weeks chosen):

Discussion Question and Response #1 (from second of the 2 weeks chosen):

Discussion Question and Response #2 (from second of the 2 weeks chosen):

Student recommendation: /10

Student rationale (i.e., how did your quality of posts compare to grading criteria?):

Instructor assigned qualitative grade: /10

Instructor comments on quality:

Total Discussion Forum Grade: /20 = %