THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION

EDUCATION 5623:
COUNSELLING PSYCHOLOGY: LEARNING PROCESSES

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Course Description

In-depth study of the major theories of learning as well as current research in the area. The practical implications of learning theory in educational and Counselling Psychology settings are explored.

Students will engage material experientially through class-exercises designed to synthesize self-awareness and learning processes. Relationships between learning styles and identity formation will play a central role in this course. The practical implications of learning theory in Counselling Psychology settings are explored, including correlations between mental health and the assimilation of knowledge.

Course Objectives

As a result of the review of the major theories of learning, students will develop the knowledge, skills, and attitudes necessary to evaluate critical learning theories and determine the appropriate contexts in which such research can be applied. Emphasis will be placed on the relationship between learning theory and psychotherapy through exploring how knowledge of a client’s learning style directly impacts the type of counselling modality employed by the therapist. Students will relate the assimilation and meaning of information at the heart of learning with cosmological issues of identity and transcendence.

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 the appropriate learning principals to particular counselling contexts
3. Articulate connections between learning, identity and consciousness
4. Display understanding around the relationship between self-awareness and learning, specifically as pertaining to the treatment of addictions
5. Examine the relationships between learning on individual and collective levels, specifically the impact culture and consumerism have on the integration of information

REQUIRED TEXTBOOKS:


RECOMMENDED READING:


**Topic Outline**

I. Introduction to Human Learning
   1. Definitions and Perspectives of Learning
   2. Metaphysics of Learning
   3. Interpretation of Meaning

II. Who is Learning What?
   1. Conventional Views
   2. Learning as Behaviour
   3. Nature versus Nurture

III. Social Learning Theory
   1. Overview of Social Learning Theory
   2. It takes a Village to Learn
   3. Cultural constructs & deconstructs
4. Learning in marginalized space

IV. Trans-Personal Knowing
   1. Duality/NonDuality Dialectic
   2. Knowing, Knowing . . . Gone
   3. Knowledge without a Knower
   4. Information Processing

V. Learning Style
   1. Metacognition and Self-Regulation
   2. Memory and Verbal Reporting
   3. Peer Interaction and Modelling
   4. Self-Awareness as Knowledge Modulator
   5. Dynamic versus Static Learning
   5. Questioning

VI. Therapeutic Knowing
   1. The knowing of Counselling
   2. Objectifying Inner Knowing
   3. Treatment Goals and Learning Goals
   4. Relationships between healthy learning and self-resiliency

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:

<table>
<thead>
<tr>
<th>Numeric Value</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
<td>4.00</td>
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<tr>
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<td>87-89</td>
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<td>3.30</td>
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<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.70</td>
</tr>
</tbody>
</table>
1. Intuitive Learning Paper: 30%
Length: 12 – 14 pages
Due: End of the Second Week

Objective: This paper is designed to provide students with an opportunity to explore the major transformational leaning experiences is their lives and how these archetypes of intuitive knowing have impacted the embodiment of self-awareness. The underlying intention is to demonstrate that learning is an inherently intuitive process guided by similar archetypes and formative templates that influence the entirety of psychological life.

Description:

A paper of 12-14 pages: highlighting at least 5 transformational learning scenarios from your life that have radically informed your personal and professional sensibilities. Students are free to express their encounters with intuitive learning through creative narratives that reflect their experiential reality. Students are free to build the paper around their own questions. Some examples include:

a. What specifics about the event (sensory overload, altered states of consciousness) lent themselves to transformational awareness?
b. Were any behavioural patterns impacted by pivotal learning events and if so, what changed?
c. In what ways did the transformational learning event expand or contract your cosmological horizons?
d. What made each event “intuitive” and how did this intuition inform and challenge your professional and personal identities?

Grading:

Depth of Learning Event Description = 10 marks
Synthesis of transformational events into overall learning style = 10 marks
Demonstration of interface between intuitive learning in personal and professional dimensions of life = 10 marks
2. Personal Learning Assessment: 35%
   Length: 10 pages
   Due: Last day of class

Objective:

This project is designed to provide students with a unique opportunity of exploring how assessments in counselling can be powerful tools toward integrating learning styles and mental health issues. Toward this end, students will chose an issue bringing them to counselling and assume the role of a therapist and client. The intention of this assignment is to shed light on the importance of incorporating learning processes into counselling assessments and treatment plans.

Description:

An APA based paper of 10 pages in length consisting of the following sections:

a. A description of assessment catchments (scales, self-reporting questions, etc. Will review these in class) designed by each student to best capture how their learning style might impact reasons for seeking counselling as well as for providing it as a counsellor.

b. Methodology that explains rationale for assessment tools and what adaptations (if any) were made to existing tools as a means of more accurately assimilating learning and counselling outcomes.

c. Synthesis portion of the paper that summarizes how the assessment tools used were interpreted and the impact of this interpretation on diagnostic and treatment decisions.

Grading:

Depth of adaptation with chosen assessment tools = 15 marks
Integration of learning and mental health assessment = 10 marks
Application of theory and personal reflections into counselling practices = 10 marks

3. Seminar Presentation: 40%

You and a partner are to select an area reflecting learning processes that interests you. This can be from class discussion, readings and other assignments or personal insights. The list in this syllabus is provided as a base for your topic and subsequent presentation. You are being asked to present on some dimension of our class experience as pertaining to you and your
partner’s experiential reality of learning. The key is that you provide a critical and novel application of learning theory and practice to the class. Your presentation should be approximately 1.5 hours in length (allowing time for questions and clarifications). The seminar should be focused on an issue or theme (i.e., a set of related issues). The week prior to your presentation, distribute to the class the article(s) you would like us to read if applicable.

In general, you should develop a theme or conclusion for your presentation that goes beyond the target article(s). Typically, this involves your area of interest (i.e., counselling psychology or classroom instruction). Presentations will be set during the last week of class via a signup sheet.

A good seminar presentation will have the following characteristics: a) it is focused on an issue, and presents arguments aimed at resolving that issue, b) it makes a point about the issue under discussion, c) it shows thoughtful analysis and integration of the issues, d) it is open to criticism, peer review and a wide breadth of interpretive potentials, and e) it is informative (i.e., we will learn something from the presentation that was not in the target reading(s). Please make use of overheads, power point, class discussions, and the like. Finally, provide a brief (4-5) page summary of your seminar to hand-out to the class. It must not be your presentation slides, but a review and synthesis of the articles selected as well practical suggestions/considerations for the purposes of counselling/teaching practice.

Scoring Schema:

1. Theoretically well-developed (15 marks) __________
   1. theoretically sound
   2. accurately depicts the theories of the papers/books

2. Analytical and integrative (10 marks) __________
   3. analytical insight bringing together psychotherapy and learning
   4. integrates the theory/ideas of the papers/books with critical engagement

3. Applicable (10 marks) __________
   5. practical value
   6. teaching and counselling
   7. transformational

4. Well-presented (5 marks) __________
   8. make use of technical supports, discussion, etc.
   9. interesting and informative
   10. good presentation skills
   11. inclusive of questions from peers
Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies and Research in Education graduate program.

Late Work: All late work will be penalized 10% per day after the specified due date

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.

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 assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
• a 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.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.
Seminar Topics and Readings

1. Peer interaction and modelling

2. Self-efficacy approaches


3. Awakening and Learning


4. 21st Century Learning and Knowledge Building


4. Attributional approaches to learning and behaviour

5. Learning goals, orientations, and motivation
- Cox, W. M., & Klinger, E. (Eds.) (2004). Handbook of motivational counselling:


5. Learning Styles and Mental Health/Illness


6. Knowledge: situated cognition, and the access to, and transfer of knowledge


7. Self-regulation, metacognition, and their effects on learning


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8. Questioning strategies for learning and assessment
- Varges, S., Weng, F., & Pon-Barry, H. (2009). Interactive question answering and


9. **Memory, false memory, and verbal reporting**


10. **Consciousness and Cognition (Implicit/Explicit Learning)**

From the explicit to the tacit: Does hypnosis facilitate this knowledge exchange? Australian Journal of Clinical & Experimental Hypnosis, 36, 149-162.


Unconscious processing of an abstract concept Psychological Science, 24(12), 1-3.


11. Gender, culture, and learning


The centrality of culture to the scientific study of learning and development: How an ecological framework in education research facilitates civic responsibility. Educational Researcher, 37, 267-280.

Gender and relationships: A developmental account. American Psychologist, 45 (4), 513-520.


Adolescents’ collaboration in the classroom: Do peer relationships or gender matter? Psychology in the Schools, 45, 715-728.