

Course Title: Principles of Social Learning

Course Prefix: SPSY 60165 / 70165

Frequency/semester Course is Offered: Annually, Spring Semester

Position in Sequence for Specialist-level Students: Year 2, Spring Semester

Course Typically Taught by: Caven Mcloughlin, Ph.D.

Course Prerequisites:

Graduate Standing, School Psychology Major, Child & Adolescent Development

Catalog Description:

Cross-listed with ECED 6/70165. The main focus is to provide students with an understanding of behavioral and social learning principles within the context of the school psychologist's professional practice. 19 clinical/field hours.

Course Objectives:

Knowledge

1. Techniques for modifying behavior as they are practiced in the laboratory, school and the authentic/natural contexts and settings of home and community
2. Antecedents to theories of social learning.
3. Factors influencing and maintaining behavior with respect to childhood developmental demands.
4. Behavioral and social assessment procedures including developing appropriate experimental designs for the evaluation of an intervention.
5. Procedural, ethical and philosophical considerations of behavioral approaches.

Skills

1. Designing and conducting a case study that includes behavioral methodology and evaluation.
2. Prescribe modification procedures to reduce or promote behavior.
3. Evaluate others' behavioral procedures related to social learning.
4. Specify techniques to teach social skills in natural settings.

This Course Contributes to the Completion of the following SPSY Program Missions/Goals:

1A, 1B, 1H
2E
3A
4A, 4B, 4C, 4D
5B, 5C
6B
7A, 7B, 7C, 7D

8B
9C
10A, 10D
11A, 11B, 11C, 11D, 11E, 11G

Coursework which Follows in the Sequence, which is Reliant on this Course's Content:

Internship
Issues and Approaches in School Psychology

Recommended Readings For those with a minimal recent background in applied behavioral approaches:

Skinner, B. F. (1976, reprint) Walden Two. NY: Macmillan.

Sulzer-Azaroff, B., & Mayer, G. R. (1986). Achieving educational excellence. New York: Holt, Rinehart & Winston.

Instructional Methods:

Illustrated lectures, discussions, simulations, films, videotapes, guest speakers.

Requirements/Student Evaluations:

Participants are expected to complete:

1. A 7-10 page reaction paper (*in current APA format*) on "Lessons for school psychology learned from a reading of B. F. Skinner's *Walden Two*." This reaction paper can range from a "how-to..." consideration about realigning the school psychologist's role, through to thoughts on the philosophical/ethical/practical problems perceived (or actual) within applied behavioral analysis. Clearly, this is intended to draw heavily from a reading of *Walden Two*.
2. Completion of a prescribed evaluation of simulated behavioral observations task using a NASP produced prompt and manual dealing with behavioral observation.
3. Completion of an analysis of selected published research. Using a corpus of selected literature citations provided by the instructor the student will prepare a textual and a tabular analysis of the citations using a prescribed formula for describing the elements of the research.
4. Mastery (i.e., 80% or better) on a final examination which will draw from readings and material presented in the classroom. A make-up procedure will be available if an individual fails to reach criterion.
5. Classroom attendance and additional projects assigned during class meetings.

Policy on Grading:

Student proficiency is graded by letter grades as follows: A indicates superior attainment, B indicates average attainment, C indicates below average attainment, D indicates far below average attainment. Grades of B will be assigned to students who demonstrate mastery of the curriculum content but whose performance is not exemplary. Grades below B will be assigned when students do not demonstrate mastery.

Policy on Plagiarism:

Note: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is considered plagiarism. This applies whether information is obtained from print, presentation, or electronic sources.

Students Experiencing Disabilities:

In accordance with Kent State University policy, if you have a documented disability and require reasonable accommodations to obtain equal access in this course, please contact the course instructor at the beginning of the semester, or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the Michael Schwartz Student Services Center (330.672.2972).