

PSY304 Human Associative Learning

School: School of Health - Psychology

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course examines the principles, processes and mechanisms by which humans and other species acquire information about the world and translate that information into action. You are introduced to the major theories of learning, empirical research that supports for these theories, and applications of learning theory to behaviour change and maintenance. You will learn to conduct research with humans and animals based on established learning principles.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Whole of cohort weekly workshop	2hrs	Week 1	12 times
Tutorial/Workshop 2 – Small group workshops in a computer lab	1hr	Week 2	11 times

1.3. Course Topics

- Theoretical foundations (classical conditioning, operant conditioning, observational learning)
- Applications with a focus on behaviour change

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Psychology Accreditation Council
1 Understand and apply core and advanced research paradigms in human associative learning	Knowledgeable	1.1.12, 1.1.5
2 Critically evaluate research and research data in specific populations	Creative and critical thinker	1.2, 1.3, 1.4
3 Select and apply scientific knowledge to everyday human associative learning issues	Empowered	1.1.5, 1.3
4 Present information in a clear and concise manner in appropriate style	Empowered	1.3

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL	
1.1.12	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including research methods and statistics
1.1.5	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including learning and memory
1.2	Graduates will be able to apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
1.3	Graduates will be able to analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
1.4	Graduates will be able to demonstrate an understanding of appropriate values and ethics in psychology.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

(PSY200 and PSY201) or PSY207 or (PSY200 and SCI110 and enrolled in AE304 or SE303)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

The Task 1 formative mid-trimester quiz will serve as an early indicator of understanding of key course content, and gaps in conceptual and theoretical knowledge that may need to be addressed to improve performance in Tasks 2 and 3, and overall in this course.

Assistance will be provided in workshops with regard to planning the behaviour modification intervention for Task 2.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	0%	1 hr	Refer to Format	Online Submission
All	2	Written Piece	Individual	50%	2000-2200 words	Refer to Format	Online Submission
All	3	Examination - Centrally Scheduled	Individual	50%	2 hours	Exam Period	Online Submission

All - Assessment Task 1: Mid-Trimester Quiz (Formative)

GOAL:	The goal of this formative ungraded quiz is to provide you with the opportunity to examine your understanding of foundational content covered in the first half of the course.		
PRODUCT:	Quiz/zes		
AUTHORSHIP STATEMENT:			
FORMAT:	Online submission, available between Weeks 5-7. Refer to Canvas for release details.		
CRITERIA:	No.		Learning Outcome assessed
	1	Accurate description of experiment and data	1
	2	Critical analysis of topic	2
GENERIC SKILLS:			

All - Assessment Task 2: Behaviour Change Report

GOAL:	The aim of this report is to increase your understanding of the behaviour modification process.		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	APA style report submitted online via CADMUS. This task will likely be due between weeks 9-11 of trimester. Refer to Canvas at trimester commencement for exact date.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrated understanding and application of relevant associative learning concepts and theories	1 2
	2	Use, critical evaluation, and application of research	2 3
	3	Critical evaluation of the behaviour modification program	3
	4	Clear and concise communication in appropriate format	4
GENERIC SKILLS:			

All - Assessment Task 3: Examination covering the entire course

GOAL:	The purpose of this exam is to assess your knowledge of the course content.		
PRODUCT:	Examination - Centrally Scheduled		
AUTHORSHIP STATEMENT:			
FORMAT:	Online submission via Cadmus. Multiple choice and short answer questions.		
CRITERIA:	No.		Learning Outcome assessed
	1	Accuracy of responses	1 2 3
GENERIC SKILLS:			

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Chance & Furlong	0	Learning and Behavior	8th	Cengage
Required	n/a	0	Sniffy the virtual rat	n/a	n/a

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)