

PSY304

Human Associative Learning

School: School of Health - Psychology

2024 | Semester 2

UniSC Sunshine Coast
UniSC Moreton BayBLENDED
LEARNING

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

Please go to usc.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	13 times
Tutorial/Workshop 2 – Small group workshops in a computer lab	1hr	Week 2	12 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

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

Assistance will be provided in tutorials to prepare you for the first tutorial piece. Informal feedback will be provided in tutorials.

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	1a	Quiz/zes	Individual	10%	1 hr	Week 6	Online Submission
All	1b	Quiz/zes	Individual	10%	1 hr	Week 13	Online Submission
All	2	Report	Individual	40%	2000-2200 words	Week 11	Online Submission
All	3	Examination - Centrally Scheduled	Individual	40%	2 hours	Exam Period	Exam Venue

All - Assessment Task 1a: Workbook / Quiz Part 1a

GOAL:	The purpose of this workbook is to increase your understanding of the dominant research paradigms in learning research. You are required to report on two of the experiments conducted in workshop class time based on the Sniffy program and other experiments. You will be assessed on one experiment for Part 1 of the Workbook/Quiz and a different experiment for Part 2 of the Workbook/Quiz. Group data will be collected and you will be required to answer questions about this data and the associated experiment.		
PRODUCT:	Quiz/zes		
FORMAT:	Submitted online. A mixture of multiple choice and written questions.		
CRITERIA:	No.		Learning Outcome assessed
	1	Accurate description of experiment and data	1
	2	Critical analysis of topic	2
GENERIC SKILLS:			

All - Assessment Task 1b: Workbook / Quiz Part 1b

GOAL:	The purpose of this workbook is to increase your understanding of the dominant research paradigms in learning research. You are required to report on two of the experiments conducted in workshop class time based on the Sniffy program and other experiments. You write up one experiment for Part 1 and a different experiment for Part 2 of the Workbook. Group data will be collected and you will be required to answer questions about this data and the associated experiment.		
PRODUCT:	Quiz/zes		
FORMAT:	Submitted online. A mixture of multiple choice and short answer questions.		
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 laboratory report is to increase your understanding of the behaviour modification process. You will prepare a laboratory report outlining the results of a behaviour modification program. You will be required to select a behaviour you wish to modify, collect data outlining the operant (baseline) level of the behaviour, design and implement an intervention strategy, monitor changes in the behaviour post-intervention, and critically evaluate their intervention		
PRODUCT:	Report		
FORMAT:	APA style laboratory report.		
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		
FORMAT:	Online		
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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Paul Chance	2013	Learning and Behavior	7th	Cengage Learning
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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au