



COURSE OUTLINE

PSY709

Human Associative Learning

School: School of Health and Behavioural Sciences

2021 | Semester 2

USC Sunshine Coast

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 the USC website 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, with a focus on how these skills can be used within support work.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Lecture – Online lecture	1hr	Week 1	13 times
Tutorial/Workshop 1 – Face to face workshop	2hrs	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?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Understand and apply core and advanced research paradigms in human associative learning	Knowledgeable
2	Critically evaluate research and research data for use with specific populations	Creative and critical thinker
3	Select and apply advanced knowledge and well-developed judgement to complex associative learning issues	Empowered
4	Present knowledge in a clear and concise manner in appropriate style	Empowered

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

Enrolled in program AR506

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

Workshops will provide guidance and feedback. There is also an early, low weighted assessment piece.

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	Written Piece	Individual	10%	1000 words	Week 5	Online Assignment Submission with plagiarism check
All	1b	Written Piece	Individual	10%	1000 words	Week 13	Online Assignment Submission with plagiarism check
All	2	Report	Individual	40%	2000-2500 words	Week 11	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	40%	2 hrs	Exam Period	Exam Venue

All - Assessment Task 1a: Workbook 1a

GOAL:	The purpose of this workbook is to increase your understanding of the dominant research paradigms in learning research. You are required to write up two of the experiments conducted in laboratory class time based on the Sniffy program and other experiments. You write up one experiment for Part 1 of the Workbook and a different experiment for Part 2 of the Workbook. Group data will be collected and presented in class and a set of questions will be provided for each workbook.		
PRODUCT:	Written Piece		
FORMAT:	Written piece submitted online.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Accurate description of experiment and data	1
	2	Sophisticated and critical analysis of topic	2
	3	Clear and concise presentation	4

All - Assessment Task 1b: Workbook 1b

GOAL:	The purpose of this workbook is to increase your understanding of the dominant research paradigms in learning research. You are required to write up two of the experiments conducted in laboratory class time based on the Sniffy program and other experiments. You write up one experiment for Part 1 of the Workbook and a different experiment for Part 2 of the Workbook. Group data will be collected and presented in class and a set of questions will be provided for each workbook.		
PRODUCT:	Written Piece		
FORMAT:	Written piece submitted online.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Accurate description of experiment and data	1
	2	Sophisticated and critical analysis of topic	2
	3	Clear and concise presentation	4

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 using associative learning theories.
PRODUCT:	Report
FORMAT:	APA style laboratory report

CRITERIA:	No.	Learning Outcome assessed
	1	Sophisticated understanding and application of relevant associative learning concepts and theories 1 2
	2	Use, critical evaluation, and application of research 2 3
	3	Insightful evaluation of the behaviour modification program 3
	4	Clear and concise communication in appropriate format 4

All - Assessment Task 3: Final exam

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

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. Directed study hours may vary by location. 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	n/a	0	Textbook to be confirmed	n/a	n/a

8.2. Specific requirements

Not applicable

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

Additional assessment requirements

If standard graded course, add:

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

Work of submissions 10% over the word count will not be read and will not contribute to the final grade for the task. This does not include Reference lists.

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC 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:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au