PSY 348

Principles and Applications of Learning

S1 Day 2014

Psychology

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Julia Irwin
julia.irwin@mq.edu.au
Contact via julia.irwin@mq.edu.au
C3A 506
Monday 10-11

Credit points
3

Prerequisites
6cp at 200 level including PSY236(P)

Corequisites
PSY222 or PSY248

Co-badged status

Unit description
This unit examines how people and animals learn, and how their behaviours change as a result of the process. The lectures cover some of the more important principles with a strong emphasis on applications to everyday life. These applications include: the principles underlying behaviour and motivation (stimulus control, reinforcement, punishment and extinction); goal setting; motor skill acquisition; decision making; risk taking; social learning; and avoidance behaviours. The practical component of the unit allows students to apply these principles to their own behaviour in a self-regulation program conducted throughout the semester, and to gain first-hand experience with the basic principles of changing behaviour which are fundamental to many areas of psychological practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour

Observe, record, and analyse behaviour in terms of its antecedents and consequences

Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour

Apply the variables that are involved in the regulation of self-control

Evaluate current research in the psychology of learning

Assessment Tasks

Name	Weighting	Due
Self-control project outline	5%	25-03-2014
Mid-Session Test	30%	28-04-2014
Report	35%	20-05-2014
End of Session Test	30%	10-06-2014

Self-control project outline

Due: **25-03-2014**

Weighting: **5%**

Written task: not to exceed 500 words outlining startegies to be used in self-control project.

On successful completion you will be able to:

• Observe, record, and analyse behaviour in terms of its antecedents and consequences

Mid-Session Test

Due: **28-04-2014**

Weighting: **30%**

Multiple choice + short answer questions on topics covered in first half of session

On successful completion you will be able to:

• Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour

• Evaluate current research in the psychology of learning

Report

Due: **20-05-2014**

Weighting: **35%**

Maximum of 8 pages describing a self-control program that was undertaken during the semester

On successful completion you will be able to:
- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Observe, record, and analyse behaviour in terms of its antecedents and consequences
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Apply the variables that are involved in the regulation of self-control

End of Session Test

Due: **10-06-2014**
Weighting: **30%**

Multiple choice + short answer questions based on topics covered n the second half of the unit.

On successful completion you will be able to:
- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Evaluate current research in the psychology of learning

Delivery and Resources

Lectures

There will be one 2-hour lecture (Tuesday 2-4) + one 1-hour (Wednesday 5-6) per week, given each week of the Session - unless advised otherwise. All lecture material is examinable (either in the midsession exam or in the final exam). Recordings of lectures will be made available via Echo. You can download the lecture recording from the iLearn page for the unit. Pdfs of the lecture slides are made available from iLearn website.

Practicals

There are five 2-hour practicals associated with this unit. Every student will attend one two-hour practical as scheduled. Practicals begin in week 2 of session.

All practical material is assessable either in the assignment or in the final exam.

Recommended Text and other Resources

The required textbook for this unit is Mazur, J.E. (2014) Learning and Behavior (7th International edition). Englewood Cliffs, N.J.: Prentice Hall. Earlier editions will suffice**.**

Watson, I. Tharp, R.G. (2007). Self-directed behavior: self modification for personal adjustment ((th edition). Belmont, CA: Wadsworth/Thomson Learning is recommended as a supplementary textbook

Supplementary Readings

For lecture topics not covered by Mazur, additional readings will be recommended

Unit web Page

You can access the online materials for this unit via iLearn. Announcements will be available once you have logged in. You can link to lecture recordings from the web page as well as download the overheads for each lecture.

Unit Schedule

	Tuesday 2-4 E7B T5	Wednesday 5-6 W5AT2	Practicals F9A 164
Week 1	Administrative matters Self Control	NO LECTURE	No Prac classes
Week 2	Self Control	Stimulus Control	Design a Self Control Programme.
Week 3	Stimulus Control Reinforcement	Reinforcement	No Prac classes
Week 4	Adjunctive behaviours Extinction	Extinction	Harry- use of operant procedures in treatment of self-abuse.
Week 5	Choice	Decision Making	No Prac classes
Week 6	Decision Making Risk taking	Risk taking	Self-Control – theories of behaviour change.
MID SESSION RECESS 12th APRIL – 27th APRIL			
Week 7	Mid Session Test Location TBA	Motor Skills	No Prac classes
Week 8	Motor Skills / Punishment	Punishment	Motor Skill Learning
Week 9	Avoidance Learning	Avoidance Learning	No Prac classes
Week 10	Learned Helplessness	Social Learning	Design a Social Marketing Campaign.
Week 11	Social Learning Biological constraints	Biological constraints	No Prac classes

Week 12	Phobias	Phobias	No Prac classes
Week 13	Final Session Test Location TBA	No lecture	No Prac classes

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise

- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour

Assessment tasks

- Self-control project outline
- Report

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour

Assessment task

- Report

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Observe, record, and analyse behaviour in terms of its antecedents and consequences
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour
- Apply the variables that are involved in the regulation of self-control

Assessment tasks

- Mid-Session Test
- Report
- End of Session Test

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as

applied to the acquisition, development and maintenance of behaviour

- Observe, record, and analyse behaviour in terms of its antecedents and consequences
- Evaluate current research in the psychology of learning

Assessment tasks

- Self-control project outline
- Mid-Session Test
- Report
- End of Session Test

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
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Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour

Assessment tasks

- Self-control project outline
- Report

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour
- Discuss from a number of theoretical positions the factors that initiate, direct, and sustain behaviour

Assessment task

- Report

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work

with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Describe concepts, assumptions, and parameters of the behaviour analysis model as applied to the acquisition, development and maintenance of behaviour

Assessment task

- Report