



# PSYX2236

## Biopsychology and Learning

Session 2, Online-flexible 2024

*School of Psychological Sciences*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Patrick Nalepka

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Credit points

10

Prerequisites

((PSYC104 or PSYU1104 or PSYX104 or PSYX1104) and (PSYC105 or PSYU1105 or PSYX105 or PSYX1105)) OR ((PSYU1101 or PSYX1101) and (STAT1103 or STAX1103)) OR ((COGS100 or COGS1000 or MEDI204 or MEDI2300 or BIOL204 or BIOL2230) and (STAT170 or STAT1170 or STAX1103))

Corequisites

Co-badged status

Unit description

This unit is designed to give you a basic knowledge of central neuronal mechanisms underlying fundamental behaviours and how these behaviours are modified through experience (learning). Half of the unit describes the cytoarchitecture of central and peripheral neurons; the physiological and ionic bases of axonal and synaptic transmission; the overall anatomical organisation of the mammalian brain, and; sensory processing. These topics are followed by discussion on the central mechanisms underlying mammalian behaviours, such as motivation and psychopathology. The other half of the unit provides a basic understanding of diverse phenomena in learning and behaviour, including classical conditioning and operant conditioning.

## 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:

**ULO1:** Demonstrate broad and coherent knowledge of the underlying principles, theories and concepts, and skills in the core topics in biopsychology and learning (Capability 1: Scientist and Scholar).

**ULO2:** Analyse, critique, and discuss academic writing in topics relating to

biopsychology and learning (Capability 1: Scientist and Scholar).

**ULO3:** Communicate a breadth of understanding of topics in biopsychology and learning, including in written mode to convey thoughtful, scientifically driven information (Capability 2: Practitioner).

**ULO4:** Demonstrate effective application of biopsychology and learning knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

## General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

## Online quiz

There will be a number of online quizzes throughout the Session that will evaluate your understanding of the unit's content. All quizzes will be administered via iLearn. All quizzes will be completed before the formal examination period.

## Research Report

The Research Report activities will have a set maximum word count limit per submission.

**Word count penalty:** 5% of the total possible mark will be deducted per 100 words over the word limit for submissions, starting at 100 words over the word limit. The word length of submissions can exceed the set maximum word count by up to and including 99 words without penalty.

## Written Reflection

The Written Reflection activities will make reference to the Research Report activities. Students who did not attempt the Research Report activities can still attempt the Written Reflection activities. The activities will have a set maximum word count limit per submission.

**Word count penalty:** 5% of the total possible mark will be deducted per 100 words over the word limit for submissions, starting at 100 words over the word limit. The word length of submissions can exceed the set maximum word count by up to and including 99 words without penalty.

## Final Examination

Students are expected to make themselves available for the final exam, at the date and time set by the University, in line with the Assessment Policy and Procedure. Any student who does not attempt the final exam will have their exam marked as a '0'.

## Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

**NOTE: No further submissions will be accepted after the marked assignments are returned and feedback is released to students. The unit convenor will communicate when marked assignments will be returned to students.**

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Online quiz</a>	10%	No	Throughout the Session
<a href="#">Research Report</a>	50%	No	Multiple activities; last activity due Sunday, 6 October
<a href="#">Written Reflection</a>	10%	No	Multiple activities; last activity due Sunday, 6 October

Name	Weighting	Hurdle	Due
<a href="#">Final Examination</a>	30%	No	Formal University Examination Period

## Online quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Throughout the Session**

Weighting: **10%**

You will complete regular online quizzes assessing relevant unit content.

On successful completion you will be able to:

- Demonstrate broad and coherent knowledge of the underlying principles, theories and concepts, and skills in the core topics in biopsychology and learning (Capability 1: Scientist and Scholar).
- Analyse, critique, and discuss academic writing in topics relating to biopsychology and learning (Capability 1: Scientist and Scholar).
- Communicate a breadth of understanding of topics in biopsychology and learning, including in written mode to convey thoughtful, scientifically driven information (Capability 2: Practitioner).
- Demonstrate effective application of biopsychology and learning knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

## Research Report

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **Multiple activities; last activity due Sunday, 6 October**

Weighting: **50%**

You will complete and revise a written report in biopsychology and learning.

On successful completion you will be able to:

- Demonstrate broad and coherent knowledge of the underlying principles, theories and

concepts, and skills in the core topics in biopsychology and learning (Capability 1: Scientist and Scholar).

- Analyse, critique, and discuss academic writing in topics relating to biopsychology and learning (Capability 1: Scientist and Scholar).
- Communicate a breadth of understanding of topics in biopsychology and learning, including in written mode to convey thoughtful, scientifically driven information (Capability 2: Practitioner).
- Demonstrate effective application of biopsychology and learning knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

## Written Reflection

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 8 hours

Due: **Multiple activities; last activity due Sunday, 6 October**

Weighting: **10%**

You will complete and submit an exercise to reflect, with evidence, on how this unit has further developed your personal and professional capabilities in psychology.

On successful completion you will be able to:

- Analyse, critique, and discuss academic writing in topics relating to biopsychology and learning (Capability 1: Scientist and Scholar).
- Communicate a breadth of understanding of topics in biopsychology and learning, including in written mode to convey thoughtful, scientifically driven information (Capability 2: Practitioner).

## Final Examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 28 hours

Due: **Formal University Examination Period**

Weighting: **30%**

You will complete a summative final exam covering the unit's content under formal examination conditions.

On successful completion you will be able to:

- Demonstrate broad and coherent knowledge of the underlying principles, theories and concepts, and skills in the core topics in biopsychology and learning (Capability 1: Scientist and Scholar).
- Analyse, critique, and discuss academic writing in topics relating to biopsychology and learning (Capability 1: Scientist and Scholar).
- Communicate a breadth of understanding of topics in biopsychology and learning, including in written mode to convey thoughtful, scientifically driven information (Capability 2: Practitioner).
- Demonstrate effective application of biopsychology and learning knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

This unit consists of scheduled lectures and online, asynchronous tutorials. Lectures are delivered and recorded on campus, and will be made available for viewing via Echo360. Tutorial activities commence in Week 2. See iLearn for full details.

### Recommended Readings

Mazur, J.E. (2017). Learning and Behavior (8th Ed. or International Ed.). Engelwood Cliffs, NJ: Prentice-Hall. Library has electronic copy available through ebookcentral-proquest.

Kalat, J.W. (2019, 2015, 2013, 2009, 2007). Biological Psychology (13th, 12th, 11th, 10th, or 9th ed).

### Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop, or similar device. Students who do not own their own laptop computer may borrow one from the university library.

## Unit Schedule

The readings associated with each lecture and tutorial can be found on iLearn.

Week	Starting Date	Lecture Topic	Tutorial
1	22 July	Introduction to unit; Non-Associative Learning; Introduction to Classical Conditioning	
<b>Biopsychology</b>			
2	29 July	The Neuron	<b>Tutorial 1</b> (Stream A)
3	5 August	The Synapse	<b>Tutorial 1</b> (Stream B)
4	12 August	Neuroanatomy	<b>Tutorial 2</b> (Stream A)
5	19 August	Neurotransmitters	<b>Tutorial 2</b> (Stream B)
6	26 August	Biological basis of learning and memory	<b>Tutorial 3</b> (Stream A)
7	2 September	Addiction	<b>Tutorial 3</b> (Stream B)
<b>Learning</b> (continuing from Week 1's Lecture)			
8	9 September	Classical Conditioning	
<b>Midsession Break</b>			
<b>Midsession Break</b>			
9	30 September	Classical Conditioning Continued	
10	7 October	Operant Conditioning (Pre-recorded due to Public Holiday)	<b>Tutorial 4</b> (Stream A)
11	14 October	Extinction	<b>Tutorial 4</b> (Stream B)
12	21 October	Avoidance and Punishment	<b>Tutorial 5</b> (Stream A)
13	28 October	End of Session Wrap-Up	<b>Tutorial 5</b> (Stream B)

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)



- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability

embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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Unit information based on version 2024.03 of the [Handbook](#)