



Course Outline

PSYC2081

Learning and Physiological Psychology

School of Psychology

Faculty of Science

T2, 2020

NB: This course will be delivered in a fully online format

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Dr. Kate Hutton-Bedbrook	kate@unsw.edu.au	By appointment	Email
Head Tutor	Byron Crimmins	b.crimmins@student.unsw.edu.au	By appointment	Email
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Lecturer	Ass/Prof. Mike Le Pelley	m.lepelley@unsw.edu.au	By appointment	Email
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Lecturer	Dr Vincent Laurent	v.laurent@unsw.edu.au	By appointment	Email
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Tutor	Joanne Gladding	j.gladding@unsw.edu.au	By appointment	Email

2. Course information

Units of credit:	6
Pre-requisite(s):	PSYC1001, PSYC1011

2.1 Course summary

This course focuses on the behavioural and physiological basis of elementary learning processes. These include: learning about relations between events (Pavlovian conditioning), learning about relations between one's behaviour and events (Instrumental conditioning), how these forms of learning control behaviours and their involvement in addiction, attachment and schizophrenia. The course emphasises psychological explanations of behaviour but also seeks to ground these processes in neurobiology.

2.2 Course aims

The course aims to provide students with an understanding of the behavioural and neurobiological bases of elementary associative learning processes, including how these forms of learning control behaviours and their involvement in addiction, attachment and schizophrenia. The course also aims to provide students with the opportunity to develop an understanding of the translational (e.g., clinical) implications of animal research for a range of psychological phenomena.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate knowledge and understanding of the major concepts, historical trends and behavioural and neural basis of associative learning.
2. Demonstrate knowledge and understanding of major methodologies used in associative and physiological Psychology for both animal and human research.
3. Develop critical thinking skills enabling you to evaluate issues using different theoretical perspectives and empirical evidence in both animal and human research and to promote evidence-based approach
4. Develop effective writing, oral communication and interpersonal skills.
5. Being capable to apply concepts, theories and research findings in associative learning to understanding of mental health issues such as anxiety, addiction and schizophrenia.
6. Develop an appreciation of values in Psychology, including the ability to use information in an ethical manner, understand and evaluate the ethical issues involved in animal and human research.

2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures, tutorials, online activities, online quizzes						Mid-semester exam, Critical analysis, Online quizzes, Final exam
2.	Lectures, tutorials, online activities, online quizzes	Lectures, tutorials, online activities, online quizzes					Mid-semester exam, Critical analysis, Online quizzes, Final exam
3.	Lectures, tutorials, online activities, online quizzes	Lectures, tutorials, online activities, online quizzes	Lectures, tutorials, online activities, online quizzes				Mid-semester exam, Critical analysis, Online quizzes, Final exam
4.					Tutorials, online activities		Mid-semester exam, Critical analysis, Online quizzes, Final exam
5.	Lectures, tutorials, online activities, online quizzes	Lectures, tutorials, online activities, online quizzes				Lectures, tutorials, online activities, online quizzes	Mid-semester exam, Critical analysis, Online quizzes, Final exam
6.		Lectures, tutorials, online activities, online quizzes		Lectures, tutorials, online activities, online quizzes			Mid-semester exam, Critical analysis, Online quizzes, Final exam

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course provides students with a middle level introduction into the behavioural and physiological bases of associative learning. Students will be introduced to the use of animal research in the development of evidence-based strategies to explain and treat a range of mental health issues. The course is designed to encourage students to develop independent learning skills, effective oral and written communication skills, as well as critical thinking and higher level analyses. The use of online resources provides students with an individualised learning experience. Students are able to access information, complete activities and revise information at a time that suits them without the time restrictions that occur with face-to-face tutorials and lectures.

The course web page is available through the e-learning Moodle site:

<https://moodle.telt.unsw.edu.au/login/index.php>. Login with your student number and password, and follow the links to the PSYC2081 learning and Physiological Psychology page.

Lectures will be digitally recorded. Links to the lecture recordings will be available on the Moodle course page. Lectures will be released in blocks for T2, 2020 in order to increase flexibility for students in an online learning environment. Lecture slides will be also available on the Moodle course page.

Tutorials: There tutorials will all be held online in a synchronous (live) and asynchronous manner. The asynchronous tutorials (Preparation and Participation) will be held in weeks 1,3,5,7 and 9. These tutorials activities will be held in an asynchronous manner, meaning that you can complete the activities at any time during the week that suits you. These tutorials will consist of a range of activities (readings, videos and short quizzes) that should be completed in the week they are released. The purpose of these tutorials is to allow students time to engage with the materials for tutorial discussion prior to the synchronous tutorials. Students will be awarded 2% for completion of the preparation activities.

The synchronous (live) online tutorial discussions will be held in weeks 2, 4, 7, 8 and 9. All tutorials will be held online in a synchronous manner using blackboard collaborate. As all tutorials are online, you may swap between tutorials in order to better suit your personal schedules. Tutorial discussions are based on lecture content and the preparation activities provided in the asynchronous tutorials. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

In addition to the official synchronous tutorial discussion classes, there will be a Q and A session held in weeks 1,3,5 and 10. The purpose of this session is to provide students with the opportunity to ask questions and clarify material in the weeks where they do not have live contact with their tutors. The Q and A times will be posted on Moodle each week.

Online activities and online tutorial materials will be available on the course website.

Revision quizzes will be held throughout the semester to provide you with continuous feedback. The revision quizzes will provide you with the opportunity for formative feedback throughout the course, they do not count towards your final grade. Topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content.

The Q and A Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. The course coordinator and Head Tutor will answer questions on this forum. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills.

The General Discussion Forum connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the General Discussion Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

Tutorial Allocation: You are encouraged to attend the same tutorial each week, however given that the tutorials will be online and in order to increase flexibility, students will be able to swap tutorial times without prior notification and approval from the course coordinator.

Tutorial Attendance: to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards attendance at tutorials is compulsory and a register will be recorded at the beginning of each tutorial. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. Attendance at 80% of tutorials is required for eligibility to pass the course. If unable to attend a tutorial for medical or significant personal reasons, you must provide a medical certificate. If you do not provide a certificate, you will be recorded as being absent from the tutorial. Tutorial attendance will be recorded through completion of the asynchronous preparation tutorials.

NB: Attendance at face to face tutorials and timely completion of online tutorials is essential in accordance with UNSW Assessment Implementation Procedure. Please make sure you attend at the online tutorial no later than 15 minutes after the commencement of the tutorial time slot. If you are running late or having issues connecting to collaborate, please join an alternative tutorial at a later date.

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

The final exam for this course will take place online during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released, if this travel will impact their ability to access a stable internet connection.

Students registered with Disability Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 2 hours of tutorials or preparation activities, and 1 hour of online activities. Students are expected to take an additional 6 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week	Lecture topic/s	Tutorial/lab topics		Online activities	Self-determined activities
Week 1 01/06/2020	(FW) Historical Introduction to Comparative Psychology	(FW) Historical Introduction to Comparative Psychology	Associative learning and animal ethics	Asynchronous (Preparation) tutorial	Online Revision Quiz
Week 2 8/06/2020	(FW) Pavlovian and Instrumental Conditioning	(FW) Pavlovian and Instrumental Conditioning		Synchronous (live) Tutorial discussion	Online Revision Quiz
Week 3 15/06/2020	(MLP) Introduction to human associative learning.	(MLP) Introduction to human associative learning.	Associative learning models – Rescorla Wagner	Asynchronous (Preparation) tutorial	Online Revision Quiz
Week 4 22/06/2020	(MLP) Evaluative conditioning, attitudes and stereotypes	(MLP) Attention and associative learning		Synchronous (live) Tutorial discussion	Online Revision Module and writing workshop Online Revision Quiz
Week 5 29/06/2020	(MLP) Learning and schizophrenia.	(GM) Feeding and Body Regulation.	Associative learning and Schizophrenia	Asynchronous (Preparation) tutorial	Online Revision Quiz

Week 6 06/07/2020	FLEX WEEK				
Week 7 13/07/2020	(GM) Addiction	(GM) Addiction	Introduction to neuropsychology Models of addiction and attachment	Synchronous (live) Tutorial discussion Asynchronous (Preparation) tutorial	Online Revision Quiz
Week 8 20/07/2020	(GM) Attachment and love.	(GM) Attachment and love.		Synchronous (live) Tutorial discussion	Online Revision Quiz
Week 9 27/07/2020	(VL) Neural substrates underlying Pavlovian and Instrumental conditioning	(VL) Neural substrates underlying Pavlovian and Instrumental conditioning	Neural substrates of associative learning	Synchronous (live) Tutorial discussion Asynchronous (Preparation) tutorial	Online Revision Quiz
Week 10 03/08/2020	(VL) Neural substrates underlying Pavlovian-to-Instrumental Transfer and Pavlovian extinction	(VL) Neural substrates underlying Pavlovian-to-Instrumental Transfer and Pavlovian extinction			Online Revision Quiz
Study period 11/08/2020					Exam preparation
Exam period 14/08/2020					Exam preparation

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Participation and preparation activities.	various	10%	/10	Sunday week of release (1,3,5,7,9)
Assessment 2: Mid-semester exam: 5 short answer questions- online	100 words per question	15%	/15	Week 5: Friday the 5 th of July
Assessment 3: Critical Analysis	1000-1500 words	35%	/100	Week 9: Sunday the 2 nd of August 11:59pm
Assessment 4: Final exam	80 MCQ	40%	/80	Exam period

Assessment 1: Aynchronous Tutorials - Preparation and participation. There will be five asynchronous tutorials held in weeks 1, 3, 5, 7 and 9. These tutorials will consist of a number of activities which you must complete in order to prepare for tutorial discussion and to meet your attendance requirements. The activities will be varied across weeks, including components such as videos, quizzes and activity sheets. You must complete the online tutorials by the allocated deadline to be awarded the 2% for each of the online tutorials.

Assessment 2: Mid-Semester exam- You will be required to answer 5 short answer questions in a Moodle online quiz based on the content presented in block one by Professor Westbrook. The answers will be approximately 100 words each. The exam will be held on Friday the 5th of July (Week 5).

Assessment 3: You will be required to submit a complete a critical analysis based on a provided data set. The assessment will be based on the “Blocking effect” discussed throughout the course. You will be required to explain this effect in relation to the Rescorla Wagner model and to discuss the clinical implications of this data in an applied setting. The assessment will be structured as a comprehension exercise, students will be required to answer a series of questions related to the data and the Rescorla Model. The absolute final day for submission is 10 days from the assessment due date. Failure to submit your assessment by this day will results in a mark of 0 for the assessment.

Assessment 4: The final exam consists of 80 multiple choice questions. It will cover all content from the course with a focus on lecture material.

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Mid-Semester	10 days from due date	Tutor	Online	Moodle
Critical Analysis	10 days from due date	Tutor	Online	Moodle
Online Tutorial	Immediate	N/A	Online	Moodle
Final exam	N/A	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual; it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 6th edition.](#)

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

7. Readings and resources

Textbook	<p>Pearce, J. Animal Learning and Cognition: An Introduction. Third edition. (Print Copy-)</p> <p>Carlson. Physiology of behaviour. Twelfth edition. Pearson (Print copy) These textbooks are available to purchase at the UNSW bookshop or as e-books.</p> <p>Copies of the textbooks will be kept in Open Reserve at the library. Secondhand copies may be available for purchase.</p>
Course information	Available on Moodle
Required readings	School of Psychology Student Guide .
Recommended internet sites	<p>UNSW Library</p> <p>UNSW Learning centre</p> <p>ELISE</p> <p>Turnitin</p> <p>Student Code of Conduct</p> <p>Policy concerning academic honesty</p> <p>Email policy</p> <p>UNSW Anti-racism policy statement</p> <p>UNSW Equity and Diversity policy statement</p> <p>UNSW Equal opportunity in education policy statement</p>

8. Administrative matters

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>