FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC2081

LEARNING AND PHYSIOLOGICAL PSYCHOLOGY

1. Information about the Course

NB: Some of this information is available on the UNSW Virtual Handbook

Year of Delivery	***2014***
Course Code	***PSYC2081***
Course Name	***Learning & Physiological Psychology***
Academic Unit	***Psychology***
Level of Course	***2nd year***
Units of Credit	6UOC
Session(s) Offered	S1
Assumed Knowledge, Prerequisites or Co-requisites	Prerequisites: PSYC1001 & PSYC1011
Hours per Week	2 Lecture hours and 2 Laboratory hours
Number of Weeks	12 weeks lectures, 8 weeks laboratory.
Commencement Date	First lecture: Thursday 11am 6th March.

Summary of Course Structure (for details see 'Course Schedule')

Component	HPW	Time	Day	Location
Lectures	*2*			
Lecture 1		*11-12*	*Thursday*	*Burrows Theatre*
Lecture 2		*12-11*	*Friday*	*Mathews Theatre A*
Tutorials (8 weeks)	*2*	*9-11,1-3, 3-5*	*Monday*	*420 or 422*
		11-1, 1-3, 3-5	*Tuesday*	*420 or 422*
		9-11, 11-1, 1-3, 4-6	*Wednesday*	*420 or 422*
		9-11, 12-2, 2-4	*Thursday*	*420 or 422*
		9-11, 1-3, 3-5	*Friday*	*420 or 422*
		9-11	*Friday*	*209 or 306*
Other activities: e.g., lecture preparation, Tutorial preparation, revision and study.	*Minimum 4*	*Flexible*		*Flexible*
TOTAL	8			

Special Details	• Important announcements and any changes to this document will be posted on the Blackboard course website [http://telt.unsw.edu.au/]. This document will be available on the site. • *You must attend at the same tutorial time each week.* If you have not already enrolled for a tutorial, you must do so immediately on myUNSW prior to the end of Week 1. If possible, lecture recordings will be available through the *Lectopia* system, but you should attend all lectures and tutorials. See notes later concerning class attendance.

2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convenor		Prof. Fred Westbrook	*f.westbrook@unsw.edu.au*	*Use email for personal or administrative questions, or consult immediately following lectures.*
Additional Teaching Staff ***** *All course related questions should be posted to the Blackboard website for student to student discussion.*	Lecturers	Professor Westbrook Professor Gavan McNally Dr. Amy Reichelt Dr. Mike Le Pelley	*g.mcnally@unsw.edu.au* *a.reichelt@unsw.edu.au* *m.lepelley@unsw.edu.au*	
	Tutors	Melissa Sharpe Kate Hutton-Bedbrook Joanna Yau Auntora Sengupta Stephanie Roughley Phil Green Shaun Khoo Dominic Tran	*m.sharpe@student.unsw.edu.au* *kate@unsw.edu.au* *joanna.yau@unsw.edu.au* *auntora.sengupta@unsw.edu.au* *stephanie.kelly@unsw.edu.au* *p.green@unsw.edu.au* *shaun.khoo@unsw.edu.au* *m.d.tran@unsw.edu.au*	*Use email for personal or administrative questions, or consult immediately following tutorials.*

NOTE: You MUST use your student email account when communicating with course personnel, in line with University policy. You are expected to regularly check your student email.

3. Course Details

Course Description (Handbook Entry)	*http://www.handbook.unsw.edu.au/undergraduate/courses/2011/PSYC2081.html* An examination of brain and behaviour relationships with emphasis on learning, memory and motivation. Topics may include habituation, sensitisation, classical/operant conditioning, basic motivations, hunger, sex, aggression, neuropsychology of amnesia and normal memory.
Course Aims and Major Topics	The primary aim of the course is to provide students with an introduction to Learning and Physiological Psychology. The topics covered include: *Learning*: Pavlovian conditioning; instrumental conditioning; cognition in animals. *Physiological*: structure and organization of the nervous system; communication in the nervous system; neural substrates of motivational systems and of learning/memory.
Student Learning Outcomes (Relevant Graduate Attribute number in parentheses)	These student learning outcomes are adapted from the "Graduate Attributes for Four-year Australian Undergraduate Program" (see below). 1. Middle-level core knowledge in learning and biological bases of behaviour. (1) 2: Middle-level core skills in describing and evaluating research methods in learning and physiological psychology. (2) 3: Middle-level capacity to (a) apply knowledge of the scientific method in thinking about problems related to behaviour and (b) demonstrate higher-order analysis in relation to theories and research in these two content areas. (3) 4: Middle-level capacity to write a standard laboratory report, and a critique. (5)

Graduate Attributes Developed in this Course		
Psychology Graduate Attributes	**FOCUS/END POINT** *0 = NO FOCUS, 1 INTRODUCTORY, 2 = MIDDLE-LEVEL CORE, 3 = 3RD YEAR GRADUATION LEVEL, 4 = HONOURS GRADUATION LEVEL*	**Activities / Assessment**
1 Knowledge and understanding of psychology (Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, as outlined by the National Accreditation Body (currently the Australian Psychology Accreditation Council).	***2***	Knowledge gained through lectures, readings, practical class discussions, and preparation for examinations and written assignments. Assessments: all four components. (Learning outcome 1: Middle-level core knowledge in learning and biological bases of behaviour.)
2. Research Methods in Psychology (Understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.)	**2**	Discussion and preparation of the laboratory report; preparation for examinations. Assessments: Laboratory report and examinations. (Learning outcome 2: Middle level core skills in describing and evaluating research methods in learning and physiological psychology.)
3. Critical Thinking Skills in Psychology (Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.)	**2**	Discussion of learning and physiological psychology issues in class; preparation for written assignments. Assessments: laboratory report, critique, final exam. (Learning outcome 3: Middle-level capacity to (a) apply knowledge of the scientific method in thinking about problems related to behaviour and (b) demonstrate higher-order analysis in relation to theories and research in these two content areas.)
4 Values in Psychology (Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; act ethically and professionally; understand the complexity of sociocultural and international diversity; and reflect other values that are the underpinnings of psychology as a discipline.)	**1**	Consideration of the ethical issues related to both the laboratory experiment and to undertaking research with animals. Assessment: Final examination.
5 Communication Skills in Psychology Communicate effectively in a variety of formats and in a variety of contexts.	**2**	Written communication in preparation for the two written assessments, the laboratory report and the critique. (Learning outcome 4: Middle-level capacity to write a standard laboratory report, and a standard critique.)
6 Learning and the Application of Psychology Understand and apply psychological principles to personal, social, and organisational issues.	**1**	Apply psychological principles to understanding individual and social issues in learning and physiological psychology--gained through lectures, readings, practical class discussions, and preparation for written assignments and final examination. Assessments: written assignments and final examination.

Relation to Other Courses within the Program	First Year psychology includes a series of lectures that, together, provide a preliminary introduction to the study of psychology. Of particular relevance to this course are the lectures on psychobiology, animal learning and motivation. This course, PSYC2081 Learning and Physiological Psychology is one of the second year core courses. It is a prerequisite to third year courses.

4. Rationale and Strategies Underpinning the Course

Teaching Strategies	To achieve the four learning outcomes outlined above, we will provide bi-weekly lectures to give you the information you need. In lectures we will also highlight the additional resources or development you will need to achieve these learning outcomes. Lecture overheads and other relevant material will be made available, usually after each lecture. The 8 two-hour practical classes will contain activities that will enable you to practice and achieve many of the learning outcomes The prescribed textbooks also provide a source of information and examples. The practical classes and the textbooks will also assist you in fully achieving Learning Outcomes 1 to 4. The final exam is designed to assess Learning Outcomes 1, 2, and 3. The laboratory report and critique are designed to provide the opportunity to consolidate knowledge acquired in both lectures and practical classes. All Learning Outcomes are relevant to the two written assignments to some degree. We expect that you will engage in private study (e.g., reading before and after each lecture and tutorial) because regular private study will mean that you become aware of any questions or clarifications you might need, because we will build on the knowledge you gain throughout the course.
Rationale for learning and teaching in this course	We want you to be independent in your learning and we will support you in your learning experiences. We want you be inspired to know more about Learning and Physiological Psychology, either by continuing on to participate as an academic researcher or as an applied professional who understands and acts on the basis of quality research, or as a professional in another field who can use the skills and knowledge to advantage.

5. Course Schedule

*Some of this information is available on the Virtual Handbook and the UNSW Timetable (*http://www.timetable.unsw.edu.au/). Any changes to this schedule will be posted on the course Moodle site.

Week	Dates of lectures	Lecture 1 Thursday 11am Burrows Theatre	Lecture 2 Friday 12pm Mathews Theatre A	Practical classes	Assignment and Submission dates (see also 'Assessment Tasks & Feedback')
1	6TH March 7th March	(FW) Historical Introduction to Comparative Psychology.		**NO PRACTICAL CLASS**	
2	13th March 14th of March	(FW) Historical Introduction to Comparative Psychology/ Pavlovian and Instrumental Conditioning.		Participate in experiment forming the basis for assignment 1. **Computer labs.**	
3	20th March 21st of March	(FW) Pavlovian and Instrumental Conditioning.		Introduction to Animal Learning (Primal instincts: Fear).	
4	27th March 28th of March	(MLP) Introduction to human associative learning.		**NO PRACTICAL CLASS**	Laboratory report assignment 1 made available on moodle.
5	3rd April 4th April	(MLP) Evaluative conditioning, attitudes and stereotypes/ Implicit Learning: Fact or fiction.		Discussion of results of experiment and introduction to writing the report. Introduction to conditioning phenomena.	
6	10th April 12th April	(MLP) Attention and associative learning/ Learning and schizophrenia		Use of simulations to illustrate conditioning phenomena **Computer labs.**	
7	17nd April	(AR) Neurobiology of Memory		**NO PRACTICAL CLASS**	Laboratory Report due **Thursday 17th of April.**
		Mid semester break		**NO PRACTICAL CLASS**	
8	1st May 3rd May	(AR) Neurobiology of memory (contd.)/ Amnesia and forgetting.		Theories of Schizophrenia, implications for associative learning**. Computer labs.**	Physiological Critique Assignment 2 made available on moodle.
9	8th May 10th May	(AR) Alzheimer's disease/ Memory consolidation and reconsolidation.		Introduction to Physiological Psychology**. Computer Labs.**	Feedback on assignment 1
10	15th May 17th May	(GM) Feeding and the regulation of bodyweight		The physiology of the neuron **Computer labs.**	
11	21st May 22nd May	(GM) Addiction		**NO PRACTICAL CLASS**	Physiological Critique due **Friday 22nd May.**
12	29th May 31st May	(GM) Attachment and love.		Models of addiction/ Introduction to neuropsychology. **Computer labs.**	

6. Assessment Tasks and Feedback

Task	Knowledge & abilities assessed	Assessment Criteria	% of final mark	Date of		Feedback		
				Release	Submission	WHO	WHEN	HOW
Tutorial Attendance			**5%**					
Laboratory Report	Skills relevant to Learning Outcomes 1-4 and GA1-3 and 5.	Assignment 1 will involve writing an experimental research report based on the experiment conducted in practical classes.	**25%**	Week 4	17rd April	Tutor	Week 9	Marks posted on Moodle. Comments available online.
Physiological Critique	Learning outcomes 1-4 and GA1-3 and 5	Assignment 2 will involve writing a critique of a current research article in physiological psychology. Marking criteria will be distributed with the assignment sheet.	**20%**	Week 8	22nd May	Tutor	During the study period for final exams	Marks posted on Moodle; comments available online.
Final exam	Learning Outcomes 1-6, GAs 1, 2, 3	The final exam will consist in multiple choice questions. The exam will cover lectures, lecture notes, readings, and tutorial material.	**50%**	Examination Period		Lecturers	After final marks released	By appointment
Summary of Assessment		Tutorial Attendance 5% Assignment 1 25% Assignment 2 20% Final Exam 50%						
		Please note that there is a possibility that marks will be scaled to fit the expected distribution for marks in this course.						

7. Additional Resources and Support

Text Books	Pearce, J.M. (2008). *Animal Learning and Cognition: An Introduction*. Third edition. Hove, England: Psychology Press. Carlson, N.R. (2007). *Physiology of behavior.* Ninth edition. Pearson. These texts are available in the UNSW bookshop, and copies will be held in the UNSW library in Open Reserve Please note: Second hand copies may be available.
Course Manual	There is no course manual, but there is a general Guide for Psychology Students located at http://www.psy.unsw.edu.au/current-students/student-guide
Required readings	No readings are specifically required, although knowledge of the information in the textbook relating to the topics covered in class is needed for successful achievement of learning outcomes.
Additional readings	Relevant additional readings will be posted on Blackboard.
Recommended Internet Sites	Internet sites relevant to topics will be posted on Blackboard [http://telt.unsw.unsw.edu.au/] then click on "Login to UNSW". You should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: **Student Code of Conduct and Policy concerning academic honesty** https://student.unsw.edu.au/conduct **Email policy** https://my.unsw.edu.au/student/resources/StudentEmailRules.html **UNSW Anti-racism policy statement** https://my.unsw.edu.au/student/atoz/Racial.html **UNSW Equity and Diversity policy statement** http://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf **UNSW Equal opportunity in education policy statement** http://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf
Societies	Psychology Student Society (PSYCHSOC): see http://www.psychsoc.unsw.edu.au/
Computer Laboratories or Study Spaces	Computer facilities are available in the Mathews Building for students in the Bachelor of Psychology program. The Library also can provide access to computer facilities for students when they are not conducting classes. Make enquiries at the Library information desk.

8. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This feedback is used to help to shape and develop this course.

CATEI	A CATEI evaluation will take place at the end of this session.

9 Administration Matters

Expectations of Students	See the School of Psychology's Student Guide (http://www.psy.unsw.edu.au/current-students/student-guide and on the class website) for more information about the following issues: 1. Expectations of students (including attendance at lectures and tutorials). 2. Academic honesty. This includes misconduct such as cheating (on exams or by copying other students' assignments) and plagiarism (see the last page of this document for more information) 3. Procedures for submission of assignments and the School's policy concerning late submissions (e.g., for assignments, 2% of the marks will be deducted for each day overdue). 4. Examination procedures and advice concerning illness or misadventure. 5. Student support services (including services for students who have a disability that requires some adjustment in their teaching or learning environment). ***You are responsible for familiarizing yourself with this information. This means you cannot say "I didn't know" if you violate any regulations set out in this document.***

Assignment Submissions	All assignments should be submitted to the drop box located at the School Office on Level 10 (Mathews Room 1011) by 4pm on the day it is due or earlier. **The work should have the School's Assignment Submission Form firmly attached to the front.** This form can be downloaded from the School's website, or picked up from the School Office on Level 10. **Assignments will also have to be submitted online in case the hard copy is lost and you have to prove that it was submitted.** The online submission process will be via moodle. Further details on how to submit online will be available on the assignment handout. It is your responsibility to ensure that the assignment is properly submitted. **You must submit your assignment online prior to taking it into the School Office.** Late submission of assignments: 2% will be deducted each day overdue. In the case of extenuating circumstances (most usually, health reasons), late submissions may not be penalized if they are accompanied by a medical certificate or other relevant documentation. Please not that late assignments will **not be accepted if submitted after** any marked assignments are given back to students.
Occupational Health and Safety	See http://www.ohs.unsw.edu.au/hs_students/index.html for details of UNSW policies concerning occupational heath and safety.
Assessment Procedures	**You must complete all components of the assessment to pass the course.** Please note all special consideration must be lodged within three working days of the assignment or exam due date. Information for special consideration can be found below: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html Please note that students can attend the final examination only once, either in the regularly scheduled or deferred examination period. As students will not be permitted to attend both the regularly scheduled and deferred examinations, they should be advised not to attend the exam as originally scheduled if sick on that day. Instead, they should ensure the appropriate medical certificate to support their case for deferred medical exam. In such a case, a formal application for special consideration must be submitted to Student Central within three working days of the assessment to which it refers. Deferred examination opportunity for each course will be offered only once. Deferred and alternative assessment materials may be in a different format from the original (i.e. short answers instead of MC questions, oral examination instead of written examination etc). In addition, the original and deferred assessment materials may also differ in the specific content, although overall both will be sampled for the same relevant course material. These principles will apply to both deferred final examination and alternative in-session assessments.
Equity and Diversity	Students who have a disability that requires some adjustment in their teaching or learning environment should have a discussion with the Equity Officer (Disability) in the Equity and Diversity unit (9385 4734 or http://www.studentequity.unsw.edu.au/). Students should email the head tutor (Melissa Sharpe) with their SEADU documentation so their needs can be accommodation during the course. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

10. Plagiarism: Essential information for avoiding plagiarism

What is plagiarism?	Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating. UNSW groups plagiarism into the following categories:[1] • **Copying**: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit. • **Inappropriate paraphrasing**: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together. • **Collusion**: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work. • **Duplication**: submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.
Where can I find out more information?	In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:
How can the Learning Centre help me?	The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://my.unsw.edu.au/student/pvc/student-life-and-learning/the-learning-centre/ They also hold workshops and can help students one-on-one.
How can Elise help me?	ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, how to identify good quality information and how to write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students are required to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: http://subjectguides.library.unsw.edu.au/elise
What is Turnitin?	Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other students' assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Oftentimes, students are asked to submit an electronic version of their work into Turnitin, but academics can also use it to check a student's work when it is being marked. You can find out more about Turnitin here: http://telt.unsw.edu.au/turnitin
What if plagiarism is found in my work?	If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures. Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures (see above). The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (such as plagiarism in an honours thesis) can result in suspension from the University.

[1] These categories are adopted from Oxford Brookes University (UK) Plagiarism Information Skills, Oxford Brookes University Library Skills Resource http://www.brookes.ac.uk/library/skill/plagiarism.html.