PSYC3209 – Learning and Motivation

Unit of Study Code: PSYC3209

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Format of Unit:
2 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks
Tutorial classes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Qualifying: 8 credit points of Second Year Psychology including PSYC 2111 and PSYC 2112

Assessment:
Classwork: 50% (45% from 2,000-word Report; 5% from contribution to tutorial and project)
Due Date: Thursday 23 May (week 11)

Examination: 50% essay, multiple choice questions and/or short answers

NOTE: Reports will only be marked for students who have made a satisfactory contribution to the conduct of the project. Tutorial attendance alone does not constitute a satisfactory contribution. Tutors will keep a record of contributions, such as reporting from literature reviews, preparing materials, acting as an experimenter/data collection, data coding and entry, data analysis for the group. Any student who submits a report without satisfactory contribution to the conduct of the research will receive a zero for the report. In addition, because of continuing concerns with quite unequal contributions to the conduct of the project, tutors will allocate a mark (5% of the total for the course) based on contribution to the tutorial program and conduct of the project. This will be based on the tutor's knowledge of contributions and on a (half page) list of your own contributions to be handed with the report.

Evaluation of teaching and learning:
Date: Weeks 12 and 13 of semester
Type: Course, large group teaching, and small group teaching evaluations
Unit of study general description:

Tutorial format

Starting in Week 2 regular tutorial meetings will be held at which students will be involved in a research project conducted by the group. The 2,000-word report is based on this project.

Tutorials will begin with the group deciding on a project topic, developing the design of the experiment and planning the details. Selecting and designing the research should last until either Week 4 or 5. The experiment is then run. During this stage students may test subjects independently or work on a roster basis, and tutorial meetings will be held to discuss progress at times that fit in with the experimental schedule. Collection of results should be complete by Week 9 in time for a tutorial on analysis of the data. The tutorial in Week 10 may be devoted to discussion on writing the report, which is to be handed in at the Psychology 3 administration office on the Thursday of Week 11. If possible, the marked reports will be handed back in Week 13.

You should allocate at least 20 hours of tutorial time to this work over the semester, in addition to independent reading. This format is designed to allow you to become involved from start to finish in a meaningful piece of research on learning or motivation that is more than a replication of previous experiments. The more you put into it, the more valuable it will be.

Limitations on available equipment will restrict the range of feasible experiments, as may time constraints. Projects both with rats and with human subjects will be available.

Collaboration vs independence

The project should be a team effort in which each member is expected to contribute the same amount of work towards developing the experiment, in terms of background reading and ideas on design and procedure, as well as towards the 'busy' work of actually carrying it out and analysing the data. Furthermore, there is likely to be considerable group discussion of what the results mean. On the other hand, writing a report has to be an individual effort, carried out independently of anyone else. Reports, including figures and tables, should have no more similarity to other students than would arise from a casual discussion of the project over the phone.

Lecture programme

Lecture 1: The evolutionary approach to learning. (Job)


Lecture 2: Learned helplessness in the aversive context. (Job)

Animal models of psychiatric disorder, 2, 177-202.

Lecture 3: Learned helplessness in the appetitive situation. (Job)

Lecture 4: Attributorial style, success and failure. (Job)


Lecture 5: Stress and food consumption. (Job)


Lecture 6: Theories of the effects of uncontrollability: Helplessness, omnipotence, anxiety, or exhaustion. (Job)


Lecture 7: The role of learning in stress responses in immunity and illness. (Job)

For a more advanced review of this area, see:

Lecture 8: Learning, personality, and stress. (Job)


Lecture 9: Illusion of control and optimism bias. (Job)


Lecture 10: Accounts of optimism bias. (Job)


Lecture 11: Risk-taking and risk perception. (Job)

Lecture 12: Learning to be a road user. (Job)


Lecture 13: Fear in health promotion propaganda. (Job)


Lecture 14: Basic properties of classical conditioning (Boakes)


Lecture 15: Acquired food preferences and aversions (Boakes)

*Domjan (1998), pp.66-67; 82-83; 87-92.

Lecture 16: Conditioned changes in behaviour and drug tolerance (Boakes)

*Domjan (1998), pp.92-106

Lecture 17: Introducing the Rescorla-Wagner model. (Boakes)

*Domjan (1998), pp.106-111
See also Mazur (1990, 1994), Ch.5; Schwartz (1989); Dickinson (1980).

Lecture 18: Stimulus competition in associative learning. (Boakes)


Lecture 19: Conditioned inhibition. (Boakes)

*Domjan (1998), pp.111-113

Lecture 20: Contextual factors in learning. (Boakes)


Lecture 21: Contingency and context. (Boakes)

Lecture 22: Human contingency and causality judgements. (Boakes)


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Lecture 23: Learning retrospectively. (Boakes)


Lecture 24: Conditioning and awareness. (Boakes)


Lecture 25: Implicit learning. (Boakes)


Lecture 26: Human evaluative conditioning. (Boakes)


Reading

The main text for the Learning component of Psychology 2 is suitable for many of the lecture topics:


Alternative textbooks (with multiple copies in Fisher Undergraduate library) that will sometimes be useful include:


Schwartz, B. Psychology of learning and behavior. 3rd edition. New York: Norton, 1989. (See also later editions by Schwartz & Robbins)

The following book presents the basic ideas of associative learning in a non-textbook way that some students may find highly illuminating:


For a detailed treatment of some of the topics presented in Lectures 14 – 21 the following often still provides the best analysis:


Similarly, detailed treatment of learned helplessness is provided by


Copies of papers listed above for lectures should be available in Special Reserve, Fisher Library.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
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</thead>
</table>
| 1    | 1. The evolutionary approach to learning. (Job)  
     | 2. Learned helplessness in the aversive situation. (Job) |
| 2    | 3. Learned helplessness in the appetitive situation. (Job)  
     | 4. Attributional style, success and failure (Job) |
| 3    | 5. Stress and food consumption (Job)  
     | 6. Theories of the effects of uncontrollability: Helplessness, omnipotence, anxiety, or exhaustion (Job) |
| 4    | 7. The role of learning in stress and illness (Job)  
     | 8. Social learning in animals. (Job) |
| 5    | 9. Illusion of control and optimism bias. (Job)  
     | 10. Accounts of optimism bias. (Job). |
| 6    | 11. Risk taking and risk perception (Job)  
     | 12. Learning to be a road user (Job) |
| 7    | 13. Fear in health promotion propaganda (Job)  
     | 14. Basic properties of classical conditioning (Boakes) |
| 8    | 15. Acquired food preferences and aversions (Boakes)  
     | 16. Conditioned changes in behavior and drug tolerance. (Boakes) |
| 9    | 17. The Rescorla-Wagner model. (Boakes)  
     | 18. Stimulus competition in associative learning. (Boakes) |
| 10   | 19. Conditioned inhibition. (Boakes)  
     | 20. Contextual factors in learning. (Boakes) |
| 11   | 21. Contingency and context. (Boakes)  
     | 22. Human contingency and causality judgements.(Boakes) |
| 12   | 23. Learning retrospectively,(Boakes)  
     | 24. Conditioning and awareness.(Boakes) |
| 13   | 25. Implicit learning.(Boakes)  
     | 26. Human evaluative conditioning.(Boakes) |

Teaching outcomes:

(1) Awareness of the recent issues and research in learning.

(2) Knowledge of theoretical development in learning and motivation.

(3) Appreciation of the role of theory in the generation of knowledge in learning and motivation.

(4) Ability to evaluate research methodology in learning and motivation, and identify appropriate control conditions.

(5) Awareness of the role of learning and motivation in relevant social/health problems.

(6) Capacity to derive applications of principles from learning and motivation in order to explain various aspects of human behaviour.

(7) Encourage ability to design and conduct research in learning and motivation.

(8) Ability to write clearly on theoretical and empirical analyses of research in learning and motivation.

(9) Development of skills in reading primary sources in this area.

Evidence of learning:

Assessment of learning consists of: (1) an individually written report on the group project to which a student has contributed; and (2) a 90-minute formal examination which will cover all teaching outcomes. Students are expected to attend all lectures and tutorials (regardless of which class assessment option is chosen, unless other arrangements are made with the tutor), to read the recommended papers, and to provide evidence of having obtained the appropriate knowledge, awareness and abilities through the two items of assessment.
PSYC3211 – Psychological Assessment and Organisational Psychology

Unit of Study Code: PSYC3211

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Format of Unit:
1 hour x 2 lectures/week x 13 weeks
1 hour x 1 tutorial/week x 12 weeks
Tutorial sizes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Qualifying: 8 credit points of Second Year Psychology including PSYC 2112 and PSYC 2114

Assessment:
Classwork:
1,800 word Report, worth 20% of unit total
Due Date: Monday 27 May (Week 12)

Examination:
50% multiple choice and 30% short answer, worth 80% of the unit total

Evaluation of teaching and learning:
Date: Week 13 of the semester
Type: Questionnaire

Unit of study general description:

The unit is divided into two sections (that overlap considerably in practice, if not theory) with Psychological Assessment preceding Organisational Psychology within the Semester. The Psychological Assessment component will cover fundamental issues in the construction, evaluation, and administration of psychological tests. Students will be given 'hands-on' experience with a variety of psychological instruments including those used for personality, aptitude, and clinical assessment. A variety of psychometric 'skills' (e.g., calculating reliability, the rudiments of scale construction) will also be taught. This component will conclude with an introduction to state-of-the art issues in psychological assessment (e.g., the impact of computers and the WWW on psychological assessment). Topics covered in the Organisational Psychology component include leadership and social structure, productivity and satisfaction, job selection, and conflict resolution.
Teaching outcomes:
The following are a list of projected teaching outcomes. The course is designed to be fun, fulfilling and challenging.

1. Demonstrate the ability to describe, explain, and evaluate major issues and controversies surrounding Psychological Assessment (e.g., Can we measure human behaviour? Is there a best form of psychological assessment?)
2. Demonstrate the ability to describe, explain, and evaluate the historical antecedents of contemporary Psychological Assessment.
3. Demonstrate the ability to describe, explain, and evaluate each of a number of theoretical approaches to scale and test construction and to critically compare and contrast these approaches.
4. Demonstrate the ability to describe, explain, and evaluate underlying theories of personality, intelligence, interests, attitudes, aptitudes (and the like) and the role that these theories play in Psychological Assessment.
5. Demonstrate the ability to describe, explain, evaluate, and apply basic psychometric principles, and to especially understand the concepts of reliability and validity.
6. Demonstrate the ability to describe, explain, evaluate, and apply the major ethical issues underlying Psychological Assessment.
7. Demonstrate the ability to describe, explain, evaluate, and to perhaps even apply psychological tests in a range of assessment contexts.
8. Demonstrate the ability to design, describe, explain, evaluate, and apply principles of Psychological Assessment in an empirical context.
9. Awareness of the general nature of Organisational Psychology.
10. Demonstrate an understanding of the role of job and task analysis in selection
11. Demonstrate the ability to describe the validity of different selection methods, including selection interviews, and to apply these to the design of structured behavioural interviews.
12. Ability to discuss the general characteristics of organisational systems.
13. Ability to describe, evaluate and apply psychological models of leadership, and related methods of assessment, in organisational settings.
15. Ability to describe and evaluate attempts to integrate psychometric assessment in organisational settings.
16. Awareness of the need for careful integration between theory, research, and application in Organisational Psychology.

Evidence of learning:
In order to pass the course students are expected to be able to accurately identify, explain, and broadly apply the models described in the syllabus. High quality outcomes involve not only detailed and accurate descriptive knowledge of the syllabus items but also soundly argued evaluation and detailed application of those items. Assessment will take the form of a written report, short-answer questions, and multiple choice items that will cover the full range of teaching outcomes.

SYLLABUS

Introduction. It has been claimed that psychological tests (often in their explicit use by organisational psychologists) represent the most important practical contribution that psychology has made to modern society. Indeed, knowledge of the principles underlying psychological tests is pertinent to the vast majority of professional careers in psychology. The student participating in this course: (a) will gain ‘hands-on’ experience with the administration, scoring, and interpretation of psychological tests, (b) obtain an understanding of the many conceptual and methodological issues comprising the domain of psychological assessment, and (c) obtain an understanding of conceptual and practical issues in the area of organisational psychology.

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Course Outline. The lecture (and tutorial) program will cover topics listed below.

1. Introduction to Psychological Assessment

a. The Many Uses (and Abuses) of Psychological Tests.
c. Principles for Administering a Psychological Test.
d. Understanding the Experimenter-Participant 'Relationship'.

2. Introduction to Psychometrics (and other Technical Criteria)

a. Psychometrics. The concepts of reliability and validity, and how these are crucial in psychological assessment. (The approach adopted here will be a more 'hands-on' approach to psychometric issues than that covered in PSYC 3201).
b. Comparability of Test Scores. Scaling, norming, and equating procedures.
c. Factor Analysis. An important technical tool (i.e., statistical method) in test appraisal and test construction.

3. The Varieties of Psychological Assessment I: Ability Testing

c. Tests for Special Populations. (i) Infant and preschool testing – (examples will include the Bayley Scales of Infant Development). (ii) Multicultural testing – is it possible to develop 'culture-free' measures of cognitive ability? (iii) Testing people with various disabilities.

4. The Varieties of Psychological Assessment II: Personality Testing

a. Core Concepts underlying Personality Testing. The re-emergence of trait models in the study of personality. 'Objective' vs. 'projective' techniques: Review and expansion.
b. Self-Report Personality Inventories. (i) The Minnesota Multiphasic Personality Inventories. (ii) California Psychological Inventory. (iii) Measures of the 'Big Five' factors of personality. (iv) Eysenck Personality Measures. (v) Test-taking attitudes and response bias: Information that every user of self-report personality inventories should be aware!
c. Measures of Interests and Attitudes. (i) Strong Interest Inventory (with special reference to Holland's Hexagonal Model of General Occupational Themes), (ii) Attitude Scales – recent examples.
d. Projective Techniques. The nature of projective techniques – more than meets the eye?! (i) The Rorschach. (ii) Thematic Apperception Test. (iii) Word Association Tests. (iv) Performance Techniques (e.g., Draw-a-Person Test).
e. Ollier Techniques. (i) Measures of cognitive style. (ii) Interviews (structured or otherwise). (iii) Biodata.

5. Psychological Tests: Future Trends, Prospects, and Limitations

a. Ethical Considerations in Psychological Testing.
e. Summary and Conclusions.

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6. Organisational Psychology

a. Overview of Organisational Psychology: Theory and Practice
b. Understanding the role of job analysis in selection, and the design and evaluation of selection systems.

c. Conceptualising and Assessing Leadership in Organisations: Organisations as systems; processes of influence in organisational systems; conceptualising and assessing leadership.

TIMETABLE

N.B. There may be some special guest lecturers from time to time that will be announced in class.

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<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Introduction to Assessment 2. Definitions, Tests, Inventories, and Questionnaires</td>
<td>No Tutorials</td>
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<tr>
<td>2</td>
<td>3. The History of Assessment I 4. The History of Assessment II</td>
<td>Validating the Lark-Owl Chronotype Indicator (LOCI): Introduction; Report Writing</td>
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<tr>
<td>3</td>
<td>5. Introduction to Psychometric Issues: Reliability 6. Introduction to Psychometric Issues: Validity</td>
<td>Validating the Lark-Owl Chronotype Indicator (LOCI): Field Testing and Methodology</td>
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<tr>
<td>7</td>
<td>13. Other Forms of Psychological Assessment 14. An Introduction to Applied Psychology and Testing</td>
<td>Attitude and Interests Assessment</td>
</tr>
<tr>
<td>12</td>
<td>23. Modern Style Theories of Leadership 24. Modern Contingency Theories of Leadership</td>
<td>Selection Interview II</td>
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TEXT


Earlier editions (the library has plenty) are pretty good, but tend to focus on psychological tests that have become somewhat outdated.

REFERENCES


Teaching outcomes:

(1) To be able to describe and evaluate theories and research studies on the development of relationships, the breakdown of relationships and loneliness.
(2) To be able to describe and evaluate definitions, theories and research studies on aggression, violence portrayed in the media, and controlling and preventing aggression.
(3) To be able to describe and evaluate research on, and to develop an awareness and understanding of, the effects of the physical environment on behaviour as well as of behaviour on the physical environment, particularly with respect to housing, city, work, institutional and leisure environments.
(4) Ability to describe and explain the main theories of how people explain and interpret the behaviour of others.
(5) Ability to describe, criticise and evaluate the results of experimental studies concerned with aspects of social cognition.
(6) Ability to exemplify human behaviour which is consistent or inconsistent with different theories and hypotheses concerning social cognition.
(7) Ability to analyse and categories instances of skilled nonverbal behaviour.
(8) Ability to describe and distinguish social skills and social competence.
(9) Ability to evaluate evidence with respect to major hypotheses concerning the organisation of social behaviour in social interaction.
(10) Ability to describe and critically evaluate the contribution of the social skills model to areas such as work, sport, therapy and mental health.
(11) Ability to critically review theory and research in social behaviour across the lifespan.

Evidence of learning:

Assessment will take the form of: (1) an examination which will cover the full range of teaching outcomes (the examination will consist of multiple-choice and short answer questions), and (2) a class quiz which will employ multiple-choice and short-answer questions and which will be primarily concerned with the content of the tutorial programme.

SYLLABUS

Social Relationships
The development of friendships - the breakdown of relationships - reasons for and the process of. Loneliness - definitions, types, causes, prevalence and reducing loneliness.

Aggression
Definitions of aggression. Theories of aggression - instinct (Freud, Lorenz, Sociobiologists), externally elicited drive (frustration, aversive conditions), social learning (social models, punishment, association). The impact of violence in the media. The prevention and control of aggression.

The physical environment and social behaviour.
Environmental Psychology: the study of the reciprocal relationship between behaviour and the physical environment. How aspects of the physical environment may effect behaviour:
1. Housing: comparisons of three prevalent housing types - detached houses, low rise and high rise units - with respect to social contact, privacy and crime.
2. Cities: the effects of high densities, crowding, noise, cognitive overload and other city stressors on behaviour.
3. Other environments: Work environments (schools, offices), institutional environments (prisons, mental hospitals), and leisure environments (parks).