

Name of Unit – Psychology Unit 4	Sample out line
Area of Study – Learning	

Learning Outcomes	Content / Topic	Teaching / Learning Activity	Duration	Assessment	Resources
<p>Area of Study 1: Learning</p> <p>Outcome 1 On completion of this unit, the student should be able to explain the neural basis of learning, and compare and contrast different theories of learning and their application</p>	<ul style="list-style-type: none"> • behaviours not dependent on learning including reflex action, fixed action patterns and behaviours due to physical growth and development (maturation) • mechanisms of learning: <ul style="list-style-type: none"> – areas of the brain and neural pathways involved in learning, synapse formation, role of neurotransmitters – developmental plasticity and adaptive plasticity of the brain: changes to the brain in response to learning and experience; timing of experiences – use of imaging technologies in identification of localised changes in the brain due to learning specific tasks • applications of, and comparisons of, learning theories: 	<p>Students work in groups to research one of each of these behaviours which is then presented to the whole class. Individually students compile this information to create a poster using words and/or images and/or diagrams that contrast examples of behaviours not dependent on learning</p>	Week 1		<p>YouTube – Greylag Goose</p>
		<p>On a diagram of the brain, mark the areas involved in learning.</p> <p>Use plasticine or pipe cleaners to construct a neural pathway.</p> <p>Use sparklers to demonstrate the movement of a message along the neural pathway.</p> <p>Students develop PowerPoint presentations to show brain changes through learning using different brain imaging technologies</p>	Week 2		<p>YouTube – Neurotransmitter Synapse 3D Animation</p> <p>YouTube – The human Mind – parts 1, 2, 3 excerpt scenes</p> <p>Neuroscience for Kids – http://faculty.washington.edu/chudler/synapse.html</p> <p>YouTube – Classical Conditioning</p> <p>YouTube – Classical Conditioning -</p>

	<p>– classical conditioning as informed by Ivan Pavlov: roles of neutral, unconditioned, conditioned stimuli; unconditioned and conditioned responses</p> <p>– applications of classical conditioning: graduated exposure, aversion therapy, flooding</p> <p>– three-phase model of operant conditioning as informed by B.F. Skinner: positive and negative reinforcement, response cost, punishment and schedules of reinforcement</p> <p>– applications of operant conditioning: shaping, token economies</p> <p>– comparisons of classical and operant conditioning in terms of the processes of acquisition, extinction, stimulus generalisation, stimulus discrimination, spontaneous recovery, role of learner, timing of stimulus and response, and nature of response (reflexive/voluntary)</p> <p>– one-trial learning with reference to taste aversion as informed by John Garcia and</p>	<p>experiments on classical conditioning using a bell (conditioned stimulus – CS) and sherbet (i.e., wizzfizz– unconditioned stimulus–UCS) to elicit salivation (unconditioned response - UCR)</p> <p>Role-play applications of classical conditioning to demonstrate understanding of these concepts.</p> <p>Use the internet to access information to create a poster presentation of operant conditioning as informed by Skinner.</p> <p>In small groups students can role-play shaping and token economy, explaining how they could be applied in real life situations.</p> <p>Use a Venn diagram to compare classical conditioning and operant conditioning</p> <p>Students discuss event/circumstances that might lead to taste aversion in people</p>	<p>Week 3</p> <p>Week 4</p>	<p>Create a multimedia presentation outlining the schedules of partial reinforcement in operant conditioning, providing at least one human and one other animal example for each schedule</p> <p>Create a PowerPoint poster presentation to compare and contrast</p>	<p>Ivan Pavlov</p> <p>YouTube – B.F.Skinner – Operant Conditioning</p> <p>YouTube – Skinner- Operant Conditioning</p> <p>Multimedia CD-Roms – PsykTrek PsychNow</p> <p>“Discovering Psychology” – Phillip Zimbardo - Learning</p>
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	<p>Robert A. Koelling (1966)</p> <p>– trial-and-error learning as informed by Edward Lee Thorndike’s puzzle-box experiment</p> <p>– observational learning (modelling) processes in terms of the role of attention, retention, reproduction, motivation, reinforcement as informed by Albert Bandura’s (1961, 1963a, 1963b) experiments with children</p> <p>– insight learning as informed by Wolfgang Köhler</p> <p>– latent learning as informed by Edward Tolman</p> <p>• the extent to which ethical principles were applied to classic research investigations into learning, including John Watson’s</p>	<p>Research on the internet the work of Garcia and Koelling</p> <p>Students build a puzzle-box to reflect their understanding of the work of Thorndike in Trial and Error Learning</p> <p>Develop a table with 5 columns and the headings of Attention, Retention, Reproduction, Motivation and Reinforcement. Complete the table by describing each process of observational learning</p> <p>Students divide an A3 sheet into 3 blocks and list the key elements of Bandura’s 1961, 1963a and 1963b experiments with children.</p> <p>Critically analyse one of Bandura’s BoBo Doll experiments</p> <p>Discuss ethical principles in classic learning studies including Pavlov’s dogs, Thorndike’s cats, Skinner’s rats and pigeons, Kohler’s chimpanzees and Watson’s Little</p>	<p>Week 5</p>	<p>classical and operant conditioning</p>	<p>YouTube – BoBoDoll experiments – Albert Bandura http://www.youtube.com/watch?v=dh7MngntnI&feature=related</p> <p>http://www.pigeon.psy.tufts.edu/psych26/kohler.htm http://www.youtube.com/watch?v=XcMI1NAew3o</p> <p>http://www.youtube.com/watch?v=U0RZFCrCfk&feature=related YouTube – Little Albert Experiment http://www.youtube.com/watch?v=y1URoX4QaMc&feature=related</p>
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<p>Area of Study 2: Mental Health</p> <p>Outcome 2: On completion of this unit the student should be able to differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple</p>	<p>‘Little Albert’ experiment</p> <ul style="list-style-type: none"> • research methods and ethical principles associated with the study of learning, as outlined in the introduction to the unit. • concepts of normality and differentiation of mental health from mental illness • systems of classification of mental conditions and disorders: underlying principles of classification; strengths and limitations of discrete categorical (DSM-IV and ICD-10) and dimensional (graded and transitional) approaches to classification of mental disorders 	<p>Albert and Bandura’s BoBo Doll experiments</p> <p>Identify independent, dependent and extraneous variables in the research discussed and formulate an operational hypothesis</p> <p>Design an experiment to demonstrate understanding of Classical Conditioning, Operant Conditioning or Observational Learning.</p> <p>Conduct an experiment that involves the use of reinforcement, specifically the schedules of reinforcement. Students could both collect and analyse data.</p> <p>.</p> <p>Conduct a discussion within small groups and then summarise responses for the whole class. Emphasise sensitivity required in this discussion.</p> <p>Create a graphic organiser that compares and contrasts the different systems of classification and their strengths and limitations</p>	<p>Week 6</p>	<p>Investigate the effects of two different encoding methods on the rates of learning</p>	<p>Grivas, J. and Lawrie, P.((1991)Psychology:Experiments and Activities – Harcourt, Brace, Jovanovich, NSW</p> <p>Furey, J., Garcia-Ives, M., Hamer, G and Verstraelen, L. (1997)Psychology Research Skills-Finding Your Way through VCE Units 1-4 – Addison Wesley Longman, Melbourne</p> <p>“House” TV series – Mental Health – Broadcast 31/1/10</p> <p>Film – “One Flew Over the Cuckoo’s Nest”</p>
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<p>phobia and a selected mental disorder.</p>	<ul style="list-style-type: none"> • use of a biopsychosocial framework (the interaction and integration of biological, psychological and social factors) as an approach to considering physical and mental health • application of a biopsychosocial framework to understanding the relationship between stress and physical and mental wellbeing: <ul style="list-style-type: none"> – physiological and psychological characteristics of responses to stress including fight-flight response, eustress and distress; strengths and limitations of Selye’s General Adaptation Syndrome – psychological determinants of the stress response; strengths and limitations of Richard Lazarus and Susan Folkman’s Transactional Model of Stress and Coping – social, cultural and environmental factors that exacerbate and alleviate the stress response – allostasis (stability through change brought about by the brain’s regulation of the body’s response to stress) as a model that integrates biological, psychological and 	<p>Use a Venn diagram to explain how the biopsychosocial framework can be used to consider both physical and mental health.</p> <p>Media Analysis – use the biopsychosocial framework to analyse the factors that contribute to mental illness in an appropriately related film narrative e.g., A Beautiful Mind, Analyse This</p> <p>Prepare a PowerPoint presentation from the personal perspective of your responses to stress and how the General Adaptation Syndrome might be applied in your life.</p> <p>Use the Transactional Model of Stress and Coping to design a brochure for students outlining strategies they could use to reduce their level of stress during year 12</p> <p>Design a poster that reflects the social, cultural or environmental factors that exacerbate or alleviate the stress response.</p> <p>Survey friends and family to ascertain their stressors and how they rank them in terms of levels of stress elicited. List the strategies they use for coping with stress.</p>	<p>Weeks 7-9</p>		<p>Dr Phil explains the mind-body connection - http://www.5min.com/Video/Dr-Phils-Explains--the-Mind-Body-Connection-114222921</p> <p>Film - A Beautiful Mind (2001), Analyse This (1999)</p>
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	<p>social factors that explain an individual's response to stress</p> <p>– strategies for coping with stress including biofeedback, meditation/relaxation, physical exercise, social support</p> <ul style="list-style-type: none"> • application of a biopsychosocial framework to understanding and managing simple phobia as an example of an anxiety disorder: <ul style="list-style-type: none"> – biological contributing factors: role of the stress response; role of the neurotransmitter gamma-aminobutyric acid (GABA) in the management of phobic anxiety – psychological contributing factors: psychodynamic, behavioural and cognitive models; the use of psychotherapies in treatment including cognitive behavioural therapy (CBT), systematic desensitisation and flooding – socio-cultural contributing factors: specific environmental triggers such as being bitten by a dog; parental modelling and transmission of threat information 	<p>Ask the school counsellor or welfare office or another outside expert to give a workshop on allostasis, to explain an individual's response to stress, plus available coping strategies</p> <p>Select a simple phobia, such as fear of the dark, water, heights, enclosed spaces, dentist. Describe the phobia in terms of the biopsychosocial framework. Present this to the class. Class members use a data sheet to record the biological, psychological and social factors that may contribute to the phobia.</p> <p>Select one of the more common phobias. In a presentation to the class, illustrate what the phobia is and one management techniques that could be used with this phobia.</p>	<p>Week 9</p> <p>Week 10</p>		<p>Film – “As good as it Gets”</p> <p>Coping With Stress: Cognitive-Behavioral Stress Reduction http://www.youtube.com/watch?v=IJC9qdzqonE&feature=related</p> <p>Multimedia CD-Roms – PsykTrek PsychNow</p>
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	<p>– the interaction between biological, psychological and socio-cultural factors which contribute to an understanding of the disorder and its management</p> <ul style="list-style-type: none"> • application of a biopsychosocial framework to understanding ONE of the following types of mental disorder and its management: <p><u>Mood disorder: major depression</u></p> <p>– biological contributing factors: role of genes in contributing to the risk of developing major depression; roles of the neurotransmitters serotonin and noradrenaline in major depression; the function of antidepressant medication in management</p> <p>– psychological contributing factors: learned helplessness; stress; the use of psychotherapies in management including cognitive behaviour therapy and psychodynamic psychotherapy</p> <p>– socio-cultural contributing factors: abuse, poverty, social isolation and social stressors as risk factors; support factors including family and social</p>	<p>Using a “fishbone diagram”, identify the biological, psychological and socio-cultural factors that contribute to the development of depression.</p> <p>Draw an annotated diagram or create a PowerPoint presentation outlining the role of the neurotransmitters serotonin and noradrenaline in major depression; show how anti-depressant medication is used as part of the management.</p> <p>Arrange for the school counsellor to speak to the class about the mood disorder of major depression and the use of management therapies to manage this disorder.</p>	<p>Weeks 11- 14</p>	<p>use a graphic organiser to apply the biopsychosocial framework to a selected mental disorder</p> <p>access the Mental Illness Fellowship of Australia website (www.mifellowshipaustralia.org.au/) and evaluate their fact sheets, e.g. biopsychosocial model, Stress vulnerability coping model, Understanding depression, Understanding anxiety, Understanding schizophrenia, in terms of the</p>	<p>What Is Depression (or Major Depressive Disorder)? http://media.abcnews.com/Health/DepressionOverview/story?id=4354151</p> <p>Major Depressive Disorder Symptoms http://www.ehow.com/video_4791046_major-depressive-disorder-symptoms.html</p> <p>www.mifellowshipaustralia.org.au/</p> <p>Cognitive Behaviour Therapy http://www.youtube.com/watch?v=GqW8p9WPweQ&feature=related</p>
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	<p>networks and recovery groups – the interaction between biological, psychological and socio-cultural factors which contribute to an understanding of the disorder and its management</p> <p>OR <u>Addictive disorder: gambling</u> – biological contributing factors: role of the dopamine reward system and as a target for treatment – psychological contributing factors: social learning theory and schedules of reinforcement; the use of psychotherapies in treatment including cognitive behavioural and psychodynamic therapies – socio-cultural contributing factors: social permission of gambling opportunities; management including social network and recovery groups – the interaction between biological, psychological and socio-cultural factors which contribute to an understanding of the disorder and its management</p>	<p>view television commercials on gambling; discuss the extent to which these commercials accurately inform the public about this addictive behaviour; identify the elements of the addictive behaviour depicted in the commercial and suggest other information which could have been appropriately included</p> <p>use the ‘Six Thinking Hats’ to examine gambling as a type of addictive disorder; for each hat (White – Facts and Information, Red – Feelings and Emotions, Black – Critical Judgement, Yellow – Positive Judgement, Green – Alternatives and Learning, Blue – Big Picture). Use the biopsychsocial framework to describe the factors that contribute to gambling</p>		<p>information contained. Adjust a chosen fact sheet to suit the level of a Unit 4 Psychology student and present a PowerPoint reflecting this information.</p>	<p>YouTube Anti-Gambling advertisements</p> <p>What is the biopsychosocial perspective of Addiction? http://www.youtube.com/watch?v=n2n1gqya_Gk</p> <p>What is cognitive-behavioral approach to behavior addiction? http://www.youtube.com/watch?v=9mDw04BEZsY&feature=related</p>
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	<p>OR <u>Psychotic disorder:</u> <u>schizophrenia</u> – biological contributing factors: genetic predisposition; drug-induced onset; changes in brain activity; the use of medication that blocks dopamine to treat psychosis – psychological contributing factors: impaired mechanisms for reasoning and memory; the use of psychotherapies in management including cognitive behavioural and remediation therapies, stress management – socio-cultural contributing factors: social disadvantage, trauma and psycho-social stress as risk factors; psychoeducation, supportive social (including family) environments, removal of social stigma – the interaction between biological, psychological and socio-cultural factors which contribute to an understanding of the disorder and its management</p> <p>• research methods and ethical principles associated with the study of mental health, as outlined in the introduction to</p>	<p>case study analysis: consider the application of a biopsychosocial framework as it applies to a range of summary case studies; these may be obtained from a range of psychology textbooks</p> <p>organise an excursion to the Cunningham Dax Collection (art, creativity and education in mental health); note at least one accompanying teacher must have completed an authorised workshop prior to the visit (www.daxcollection.org.au)</p> <p>Integrated throughout unit</p>			<p>Andrew Denton program : Angels and Demons</p>
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	the unit.	Exam Revision	Week 15	TEST - Create a test using a variety of question types to assess the key knowledge and skills across Unit 4. Include questions on research methods stipulate for Units 3 and 4.	
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