|  |  |
| --- | --- |
|  | **Joseph Banks Secondary College**  **PSYCHOLOGY**  **ATAR UNIT 3**  Production task \_\_\_\_\_\_\_ / 46  Validation: \_\_\_\_\_\_\_ / 52  \_\_\_\_\_\_\_\_\_\_% |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Project 1: Pet Training Manual Validation V.02**

**MARKING KEY**

**MUST ANSWER ALL QUESTIONS**

1) Four months ago, Hugh was in a petrol station while it was being robbed. The thieves shot Hugh accidentally whilst trying to intimidate the cashier, luckily, he spent two weeks in hospital and survived. Recently, Hugh experienced an adverse physical response to the sound of an engine backfiring, including sweating, heart palpitations and panic. This reaction starts to occur every time that Hugh hears loud, sudden mechanical sounding noises, causing him to flinch and hide.

1. Referring to the scenario, briefly outline and explain what type of learning has occurred and identify the variables of this type of learning present in the scenario. (9 marks)

|  |  |
| --- | --- |
| Classical conditioning – involuntary / unconscious learning through the association of two stimuli. | 3 |
| UCS – gun shot | 1 |
| UCR – panic, sweating and heart palpitations | 1 |
| NS – engine backfiring | 1 |
| CR – panic, sweating and heart palpitations. | 1 |
| Generalisation has occurred – a discriminative stimulus that is similar (engine backfiring) but not identical to the original (gunshot). (2) | 2 |

1. Who was the theorist that discovered this type of learning? Outline the study conducted by this theorist including what the term pairing means. (7 marks)

|  |  |
| --- | --- |
| Pavlov | 1 |
| Aim: to investigate whether the **dogs had come to associate** the footsteps of the laboratory technician who fed the dogs with the presence of the food that was given to them, and that this sound had been conditioned to cause the reflex response of salivation. | 1 |
| Participants: dogs | 1 |
| Procedure: Experimented by **associating** various **sounds** (e.g. bell) **with food.** | 1 |
| Results: after a few trials the dogs could be **conditioned** to respond to the **sound by salivating.** | 1 |
| Conclusion: A simple type of **learning** can occur on **repetitive association** with different stimuli. | 1 |
| Pairing: the learning process of **continually presenting two stimuli** close together in time. | 1 |

Hugh goes to see a Psychologist regarding the reactions he keeps having at the sound of loud noises.

**C) Using cognitive behavioural therapy, briefly outline and explain the process involved in helping Hugh to overcome this fear. (13 marks)**

**Cognitive Behaviour Therapy**

|  |  |
| --- | --- |
| CBT is based on the premise that thoughts affect feelings and behaviors and these feelings and behaviors also affect thoughts. | 1 |
| Therapist will encourage Hugh to share and become aware of his thoughts, emotions and beliefs about the loud mechanical noises. | 1 |
| Apply to Hugh: Answers could include but are not limited to: Thoughts: I am going to be shot and die. (1)  Feelings: Fear and panic (1)  Behavior: Flinch and hide (1) | 3 |
| Hugh will be asked to identify and change negative thinking about loud noises to more positive ones. | 1 |
| This could involve brainstorming with the therapist other possible interpretations of a load noise OR use of Socratic questioning to apply logic and critically challenge thoughts. | 1 |
| Therapist will give Hugh automatic thought diaries to monitor maladaptive feelings/thoughts and when they were experienced allowing the patient to self-regulate. | 1 |
| Apply to Hugh – possible example: ‘I am going to be shot and die.’ to ‘It is more than likely a mechanical malfunction that will not affect me’. | 1 |
| Psychologists often give ‘homework tasks’ between appointments to create positive behaviours. | 1 |
| Apply to Hugh – possible example.  Going to a car rally. | 1 |
| Psychologists gives patients strategies for managing problems. | 1 |
| Apply to Hugh – possible example.  Teach calming/relaxation strategies for anxiety when hearing loud noises. | 1 |

Q2) Toby is a four-year-old boy who spends most of his time with his mother. Toby notices his mother is often on her phone while they are in waiting rooms, scrolling her social media accounts, occasionally laughing and smiling at what she sees. One day when they were waiting at the doctor’s office, his mother was waiting in line and left her bag with Toby in the waiting room. Toby tried to use his mother’s phone and scroll using his thumb, but only pressed numbers on the lock screen and became frustrated. When his mother saw him on her phone she was angry with him.

1. Define the term observational learning. (1 mark)

|  |  |
| --- | --- |
| **Observational learning is a form of social learning** where a person **learns by watching** the behaviour demonstrated by another. | 1 |

1. Using the cognitive principles of observational learning, explain why Toby used his mother’s phone yet became frustrated. (6 marks)

|  |  |
| --- | --- |
| Toby learned by watching his mother’s behavior, he wanted to **imitate her behavior** as she is a likeable and credible **mode**l. | **1** |
| He paid **attention** to her behavior, watching her as they were in waiting rooms. | **1** |
| Toby had **retained** the behavior as a **mental representation** of scrolling, yet this mental representation was not elaborate enough to know how to use the phone to do it correctly | **1** |
| He attempted **reproduce** the behavior, however, did not have the intellectual ability to convert the mental representation into action as he did not know how to use the phone. | **1** |
| Toby was **motivated to imitate** the behavior due to the desirable consequence of **laughing and smiling.** | **1** |
| He **received positive punishment** for the behavior, making it unlikely he will imitate the behavior in the future. | **1** |

1. Outline the experiment that demonstrated observational learning. (8 marks)

|  |  |
| --- | --- |
| **Bandura’s Bobo doll** experiment | **1** |
| The aim was to investigate if social behaviors (i.e., aggression) can be acquired by observation and imitation. | **1** |
| 72 pre-schoolers (2-6-year-old) children were participants (either number or age of participants have to be identified to receive mark). | **1** |
| Procedure – 1 mark per description, example include but are not limited to:  In the experimental condition, the children were shown an adult (model) behaving aggressively to a Bobo doll – hitting it, throwing it, sitting on it, etc.  Children were then subjected to 'mild aggression arousal’, where they were told they could not play with the toy of their choice as it is being reserved for other children.  The children were then placed in a room alone with a Bobo doll and their behaviour was observed using a one-way mirror. | **3** |
| Children who observed the aggressive model made far more imitative aggressive responses than those who were in the non-aggressive or control groups. | **1** |
| Children learn social behavior such as aggression through the process of observation learning - through watching the behavior of another person. | **1** |

1. Evaluate the above study.

(8 marks)

|  |  |
| --- | --- |
| Limitations: Identify (1) Explain (1). Examples answers below.  Low ecological validity: the model and child are strangers and have no way of interacting and influencing each other and the experiment was conducted in a laboratory setting where children are alone and not interacting with other peers.  The experiment is conducted in immediate succession, therefore are unable to assess long-term effects. | **4** |
| Strengths: Identify (1) Explain (1). Examples answers below.  Experiments can be and have been replicated. Standardized procedures and instructions were used, allowing for replicability. In fact, the study has been replicated with slight changes.  Controlled variables such as time the child was in the room (20 minutes), observations made at 5-second intervals, gender. | **4** |

3) You are a part of a team of social workers and psychologists who are responsible for coming up with a rewards-based system to help shape the behaviour of young offenders in a rehabilitation centre. The goal of the facility is to ensure that young offenders do not repeat offend and are able to hold down steady jobs, plan their finances and pay rent on time.

a) Identify and outline the behaviour modification system that has been selected above. (3 marks)

|  |  |
| --- | --- |
| Token Economy | 1 |
| behaviour modification designed to **increase desirable behaviour** and decrease undesirable behaviour with the use of **tokens that can be later exchanged for items of value.** | 2 |

b) Identify and outline the learning theory the above system is based upon. (3 marks)

|  |  |
| --- | --- |
| Operant conditioning | 1 |
| Operant conditioning is a type of **stimulus associative learning** process through which the strength of a behavior is **modified by reinforcement or punishment.** | 2 |

c) Name and apply one current behaviour and one target behaviour that the system could target for offenders. (2 marks)

|  |  |
| --- | --- |
| Current behaviour – stealing, drug taking, drunk driving (any behaviour that is against the law) | 1 |
| Target behaviour – completing shifts in the rehab centre, saving money / tokens (any positive . pro-social behaviour that is aligned to the goals of the facilities that offenders would be able ot exhibit in the centre) | 1 |

d) Describe the steps involved to create the above system that the psychologists chose. (6 marks)

|  |  |
| --- | --- |
| Offender and psychologists have a conversation to set the target behaviours and the offender is explained what the rewards will be set as | **1** |
| Tokens such as plastic coins or stamps are selected to be given out when target behaviour is met | **1** |
| An exchange rate for the tokens is put in place so that offenders are aware of how many tokens for each specific reward | **1** |
| Every time an offender is demonstrating one of their target behaviours then they are awarded a token | **1** |
| If the offender does something wrong then tokens are not taken, instead an additional punishment is added | **1** |
| The offender is able to exchange their tokens when they have saved enough tokens to receive the desired reward | **1** |

e) Evaluate the system used. (4 marks)

|  |  |
| --- | --- |
| Strengths-  Individuals can learn skills for the future as it gets the individual to model behaviours and life skills that are needed in everyday life  OR  Behaviour can be rewarded immediately and uniformly so that all individuals reap the same reward and the system seems fair to those participating | 2 |
| Limitations:  Difficulties keeping track of the system, especially if there are a number of staff members administering it thus takes a lot of time and effort to ensure it is being enforced  OR  Lacks ecological validity as immediate positive reinforcement doesn’t often happen in the real world and does not teach delayed gratification which is much more ecologically valid | 2 |