

2022 – 12 ATAR Psychology

Task Three – Project

7.5%

Learning Theories, Phobias and Behaviour Modification

Name:

Due Date:

Score: /42

**Assessment type:** Project

**Conditions**

Time for the task:

* Two weeks out of class time to complete poster or fact sheets.
* One period in-class to apply your knowledge of Learning Theory and Behaviour Modification relating to **2** case studies (in-class validation).

Materials required when completing your validation:

* Poster – 1x single sided A3 or 2x single sided A4 sheets of paper
* List of references

You must also consider how you will address the ethics involved in any investigation.

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**Learning Theory and Behaviour Modification** **(42 Marks)**

Imagine you are a Psychology Professor with a specialty in Learning Theory and Behaviour Modification techniques. You have been asked to deliver a lecture to Psychology students. You are to design and develop a poster or fact sheet which will be distributed to students after the lecture covering all the information.

**Poster (16 marks)**

* Discuss the THREE theories of learning covered in your classes, noting the theorists and experiments that led to their conclusions.
* Using the fear of heights (acrophobia) as an example, explain how phobias develop by referring to ONE aspect of Learning Theory.
* Discuss the origins of the behavioural therapies, CBT and Systematic Desensitisation, by referring to the work of Albert Ellis, Aaron Beck, Mary Cover Jones, and Joseph Wolpe. Give a brief overview of the processes used in the therapies and relate them to the earlier work involving classical conditioning and operant learning.
* You must include a list of references using ***APA conventions.***
* The information in your poster should be presented logically. The text and graphics should be set out effectively to communicate to your audience.

**In-class validation (26 marks)** You will be given unseen questions to write a response applying your knowledge of the topics covered in the fact sheets.

**Marking Guide for Poster or Fact Sheets (16 marks)**

* Discuss the three theories of learning covered in your classes, noting the theorists and experiments that led to their conclusions.

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| **Description** | **Marks** |
| **Classical conditioning** |  |
| * Provides a clear and descriptive outline of the theory of learning including theorists | 1 |
| * Provides clear summaries of studies/research used to support the theory of learning | 1 |
| **Subtotal** | **2** |
| **Operant conditioning** |  |
| * Provides a clear and descriptive outline of the theory of learning including theorists | 1 |
| * Provides clear summaries of studies/research used to support the theory of learning | 1 |
| **Subtotal** | **2** |
| **Observational learning** |  |
| * Provides a clear and descriptive outline of the theory of learning including theorists | 1 |
| * Provides clear summaries of studies/research used to support the theory of learning | 1 |
| **Subtotal** | **2** |
| **Total** | **6** |

* Using the fear of heights (acrophobia) as an example, explain how phobias develop by referring to ONE (1) aspect of Learning Theory.

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| **Description** | **Marks** |
| **Phobias** |  |
| * Provides a clear and descriptive outline of the development of phobias, describing acrophobia and outlining a scenario that may contribute to the development of this phobia, relating it to one theory of learning. | 2 |
| * Provides a description of phobias in general and attempts to explain why they develop | 1 |
| **Subtotal** | **2** |

* Discuss the origins of the behavioural therapies, CBT and Systematic Desensitisation, by referring to the work of Albert Ellis, Aaron Beck, Mary Cover Jones, and Joseph Wolpe. Give a brief overview of the processes used in the therapies and relate them to the earlier work involving classical conditioning and operant learning.

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| **Description** | **Marks** |
| **CBT** |  |
| * Provides a clear and detailed discussion of the origins of CBT and refers to both theorists, with a clear and descriptive outline of the processes and links the process to classical or operant conditioning | 2 |
| * Briefly comments on some aspects of the origins referring to one or both of the researchers but no clear steps and/or no link to conditioning | 1 |
| **Subtotal** | **2** |
| **Systematic Desensitisation** |  |
| * Provides a clear and detailed discussion of the origins of Systematic Desensitisation and refers to both theorists, with a clear and descriptive outline of the processes and links the process to classical or operant conditioning | 2 |
| * Briefly comments on some aspects of the origins referring to one or both of the researchers but no clear steps and/or no link to conditioning | 1 |
| **Subtotal** | **2** |
| **Total** | **4** |

* References – provide an alphabetical list of any references use in the report

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| **Description** | **Marks** |
| * Includes a range of relevant references (at least 5, from appropriate sources) | 1 |
| * Correct in-text and end-text referencing (Inc. listed alphabetically) | 1 |
| **Total** | **2** |

* Presentation

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| --- | --- |
| **Description** | **Marks** |
| * Effectively uses text and graphics | 1 |
| * Quality of spelling and grammar | 1 |
| **Total** | **2** |