



LEARNING OUTCOMES

1. Explain the basic forms of learning and conditioning—classical conditioning, operant conditioning, and observational learning
2. Understand motivation and emotions
3. Describe the theories of personality
4. Analyze human behaviors based on motivation, emotion, theories of personality and the social environment

LEARNING

- Learning may be defined as a relatively permanent change in behavior that is the result of practice or experience.
- There are four basic kinds of learning:
 1. habituation, in which an organism learns to ignore a familiar and nonconsequential stimulus;
 2. classical conditioning, in which an organism learns that one stimulus follows another;
 3. instrumental conditioning, in which an organism learns that a particular response leads to a particular consequence; and
 4. complex learning, in which learning involves more than the formation of associations.

CLASSICAL CONDITIONING



• During conditioning, a previously neutral stimulus (sound of the bell) is transformed into the conditioned stimulus.

• A conditioned stimulus leads to a conditioned response, and a conditioned stimulus-conditioned response pairing is a consequence of learning and training.

• An unconditioned response and a conditioned response are similar (such as salivation in Pavlov's experiment), but the unconditioned response occurs naturally, whereas the conditioned response is learned.

APPLYING CONDITIONING PRINCIPLES TO HUMAN BEHAVIOR



EXTINCTION AND SPONTANEOUS RECOVERY

Extinction

A basic phenomenon of learning that occurs when a previously conditioned response decreases in frequency and eventually disappears.

e.g. extinguished fear when you watch a horror movie

Spontaneous Recovery

The reemergence of an extinguished conditioned response after a period of rest and with no further conditioning.

e.g. drug addictions

GENERALIZATION AND DISCRIMINATION

Stimulus Generalization

A process in which, after a stimulus has been conditioned to produce a particular response, stimuli that are similar to the original stimulus produce the same response

Stimulus Discrimination

The process that occurs if two stimuli are sufficiently distinct from one another that one evokes a conditioned response but the other does not; it is the ability to differentiate between stimuli.

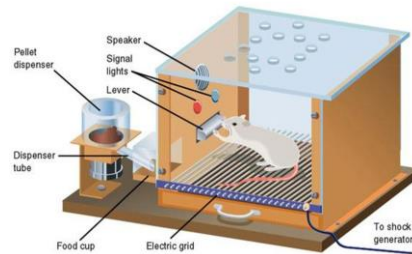
OPERANT CONDITIONING

- It is learning in which a voluntary response is strengthened or weakened, depending on its favorable or unfavorable consequences.
- Edward L. Thorndike devised this puzzle box to study the process by which a cat learns to press a paddle to escape from the box and receive food. Thorndike summarized that relationship by formulating the law of effect: Responses that lead to satisfying consequences are more likely to be repeated.



OPERANT CONDITIONING

- Thorndike's early research served as the foundation for the work of one of the 20th century's most influential psychologists, B. F. Skinner.
- Animals in a Skinner box learn to obtain food by operating on their environment within the box. Skinner became interested in specifying how behavior varies as a result of alterations in the environment.
- Skinner called the process that leads the rat to continue pressing the key "reinforcement."



REINFORCEMENT



- Reinforcement** is the process by which a stimulus increases the probability that a preceding behavior will be repeated. In the previous situation, the food is called a **reinforcer**. What makes something a reinforcer depends on **individual preferences**.
- A **primary reinforcer** satisfies some biological need and works naturally, regardless of a person's previous experience. e.g. food for a hungry person, relief for a person in pain
- A **secondary reinforcer**, in contrast, is a stimulus that becomes reinforcing because of its association with a primary reinforcer. e.g. money that can buy primary enforcers such as food

Intended Result	When stimulus is added, the result is ...	When stimulus is removed or terminated, the result is ...
Increase in behavior (reinforcement)	Positive reinforcement Example: Giving a raise for good performance Result: Increase in response of good performance 	Negative reinforcement Example: Applying ointment to relieve an itchy rash leads to a higher future likelihood of applying the ointment Result: Increase in response of using ointment 
	Positive punishment Example: Yelling at a teenager when she steals a bracelet Result: Decrease in frequency of response of stealing 	Negative punishment Example: Restricting teenager's access to car due to breaking curfew Result: Decrease in response of breaking curfew 

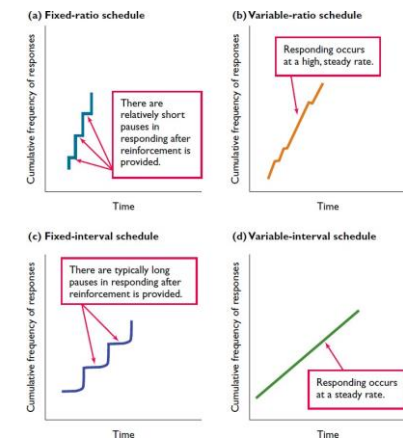
SCHEDULES OF REINFORCEMENT: TIMING LIFE'S REWARDS

Continuous reinforcement schedule

- Behavior that is reinforced every time it occurs

Partial reinforcement schedules:

- fixed-ratio and variable-ratio schedules** - schedules that consider the number of responses made before reinforcement is given, and
- fixed-interval and variable-interval schedules** - schedules that consider the amount of time that elapses before reinforcement is provided



SHAPING: REINFORCING WHAT DOESN'T COME NATURALLY

- Shaping is the process of teaching a complex behavior by **rewarding closer and closer approximations of the desired behavior**.
- In shaping, you start by reinforcing any behavior that is at all similar to the behavior you want the person to learn. Later, you reinforce only responses that are closer to the behavior you ultimately want to teach. Finally, you reinforce only the desired response.
- Each step in shaping, then, moves only slightly beyond the previously learned behavior, permitting the person to **link the new step to the behavior learned earlier**.
- Shaping also underlies **the learning of many complex human skills**. For instance, the organization of most textbooks is based on the principles of shaping.

CONCEPTS OF LEARNING

Concept	Classical Conditioning	Operant Conditioning
Basic principle	Building associations between a conditioned stimulus and conditioned response.	Reinforcement increases the frequency of the behavior preceding it; punishment decreases the frequency of the behavior preceding it.
Nature of behavior	Based on involuntary, natural, innate behavior. Behavior is elicited by the unconditioned or conditioned stimulus.	Organism voluntarily operates on its environment to produce a desirable result. After behavior occurs, the likelihood of the behavior occurring again is increased or decreased by the behavior's consequences.
Order of events	Before conditioning, an unconditioned stimulus leads to an unconditioned response. After conditioning, a conditioned stimulus leads to a conditioned response.	Reinforcement leads to an increase in behavior; punishment leads to a decrease in behavior.
Example	After a physician gives a child a series of painful injections (an unconditioned stimulus) that produce an emotional reaction (an unconditioned response), the child develops an emotional reaction (a conditioned response) whenever he sees the physician (the conditioned stimulus).	A student who, after studying hard for a test, earns an A (the positive reinforcer) is more likely to study hard in the future. A student who, after going out drinking the night before a test, fails the test (punishment) is less likely to go out drinking the night before the next test.



BEHAVIOR MODIFICATION

- A formalized technique for **promoting the frequency of desirable behaviors and decreasing the incidence of unwanted ones**. Using the basic principles of learning theory, behavior-modification techniques have proved to be helpful in a variety of situations.
- The techniques are as **varied as the list of processes that modify behavior**. They include reinforcement scheduling, shaping, generalization training, discrimination training, and extinction. Similar basic steps include:
 - Identifying goals and target behaviors
 - Designing a data-recording system and recording preliminary data
 - Selecting a behavior-change strategy
 - Implementing the program
 - Keeping careful records after the program is implemented.
 - Evaluating and altering the ongoing program.

COGNITIVE APPROACHES TO LEARNING

Latent Learning

- A new behavior is learned but **not demonstrated until some incentive is provided** for displaying it
- Instead, those rats seemed to **develop a cognitive map** of the maze—a mental representation of spatial locations and directions. People, too, develop cognitive maps of their surroundings.

Observational Learning

- Learning by watching the behavior of another person, or model .
- The perspective taken by Albert Bandura is often referred to as a **social cognitive approach to learning**
- The Bobo doll experiment
- Observational learning is particularly important in acquiring skills in which the operant conditioning technique of shaping is inappropriate.



Relational Style

1. Perceive information as part of total picture
2. Exhibit improvisational and intuitive thinking
3. More easily learn materials that have a human, social content and are characterized by experimental/cultural relevance
4. Have a good memory for verbally presented ideas and information, especially if relevant
5. Are more task-oriented concerning nonacademic areas
6. Are influenced by authority figures' expression of confidence or doubt in students' ability
7. Prefer to withdraw from unstimulating task performance
8. Style conflicts with the traditional school environment

Analytical Style

1. Able to dis-embed information from total picture (focus on detail)
2. Exhibit sequential and structured thinking
3. More easily learn materials that are inanimate and impersonal
4. Have a good memory for abstract ideas and irrelevant information
5. Are more task-oriented concerning academics
6. Are not greatly affected by the opinions of others
7. Show ability to persist at unstimulating tasks
8. Style matches most school environments

MOTIVATION

Primary Drives



Secondary Drives



Instinct

People and animals are born with preprogrammed sets of behaviors essential to their survival.



Drive reduction

When some basic biological requirement is lacking, a drive is produced.

Arousal

People seek an optimal level of stimulation. If the level of stimulation is too high, they act to reduce it; if it is too low, they act to increase it.

Incentive

External stimuli direct and energize behavior.



Cognitive

Thoughts, expectations, and understanding of the world direct motivation.

Hierarchy of needs

Needs form a hierarchy; before higher-order needs are met, lower-order needs must be fulfilled.



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Motivation

THE MOTIVATION BEHIND HUNGER AND EATING



- **Hunger**- the primary drive that received the most attention
- Eating behavior is **subject to homeostasis**, as most people's weight stays within a relatively stable range.
- The **hypothalamus** in the brain is central to the regulation of food intake.
- **Social factors**, such as mealtimes, cultural food preferences, and other learned habits, also play a role in the regulation of eating

SECONDARY DRIVES

- The Need for Achievement: Striving for Success
- The Need for Affiliation: Striving for Friendship
- The Need for Power: Striving for Impact on Others



UNDERSTANDING EMOTIONAL EXPERIENCES



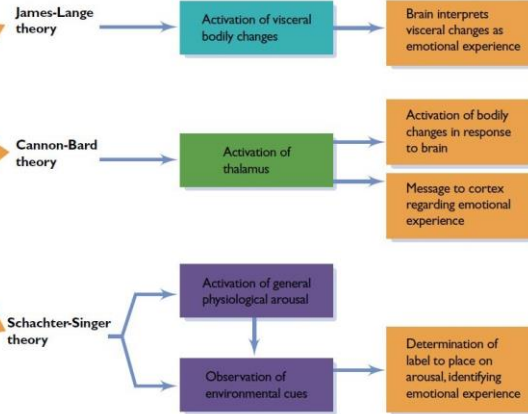
THE FUNCTIONS OF EMOTIONS



- Preparing us for action
- Shaping our future behavior
- Helping us interact more effectively with others



Perceiving an emotion-inducing event or situation (such as a stranger following you)



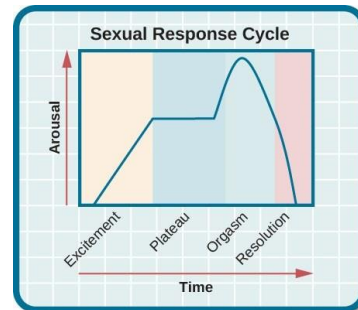
GENDER

- Gender is the **perception** of being male or female.
- Gender roles are the **expectations**, defined by society, of what is appropriate behavior for men and women.
- The **gender-role stereotype** for men suggests that they are endowed with competence-related traits, whereas women are seen in terms of their capacity for warmth and expressiveness.
- The **differences** that do exist are produced by a **combination of biological and environmental factors**.
- Socialization experiences produce **gender schemas**, mental frameworks that organize and guide a child's understanding of information relevant to gender.



UNDERSTANDING HUMAN SEXUAL RESPONSE

- Sexual arousal** is likely only when a certain part of the body is touched in what people define as a sexual manner and when a person is receptive to sexual activity
- Sexual fantasies** also play an important role in producing sexual arousal.
- Erogenous zones** are areas of the body that are particularly sensitive because of the presence of an unusually rich array of nerve receptors.



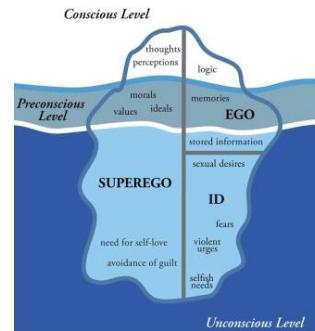
PERSONALITY



- The pattern of enduring characteristics that produce **consistency and individuality** in a given person.
- It encompasses the behaviors that make each of us unique and that differentiate us from others.
- Personality also leads us to **act consistently in different situations** and over extended periods of time.

PSYCHODYNAMIC APPROACHES TO PERSONALITY

- Sigmund Freud, the creator of psychoanalytic theory, is a central figure in theories of personality.
- The basic premise of psychoanalytic theory is that much of what we think and do is driven by unconscious processes.
- Freud compared the human mind to an iceberg where the surface of the water consist of the conscious, preconscious and unconscious.

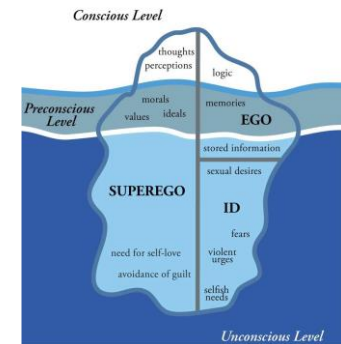


FREUD'S STRUCTURAL MODEL OF PERSONALITY

Id: If It Feels Good, Do It. A completely unconscious, pleasure-seeking, amoral part of the personality that exists at birth, containing all of the basic biological drives: hunger, thirst, self-preservation, and sex

Ego: The Executive Director. It works on the reality principle, which is the need to satisfy the demands of the id only in ways that will not lead to negative consequences

Superego: The Moral Watchdog. It contains the conscience, the part of the personality that makes people feel guilt, or moral anxiety, when they do the wrong thing

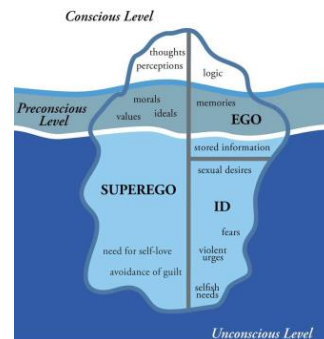


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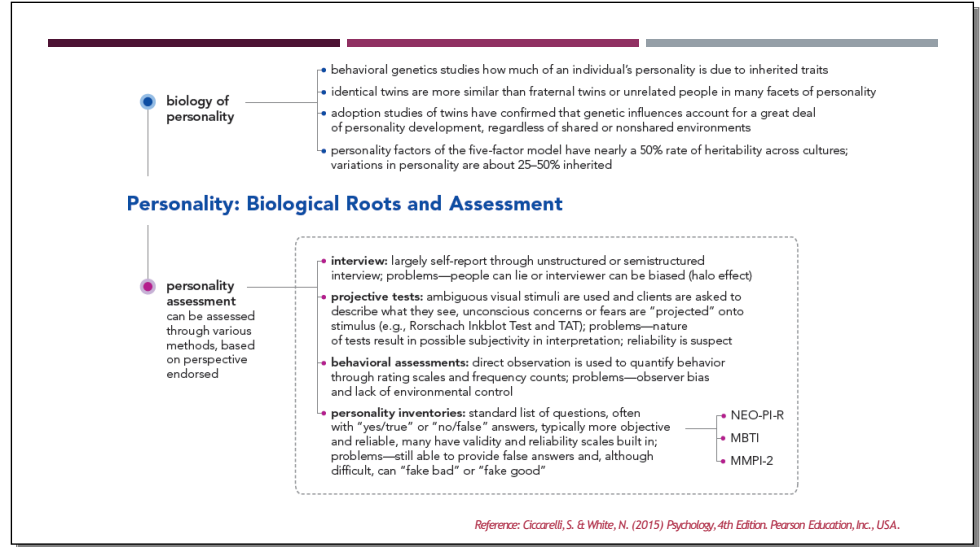
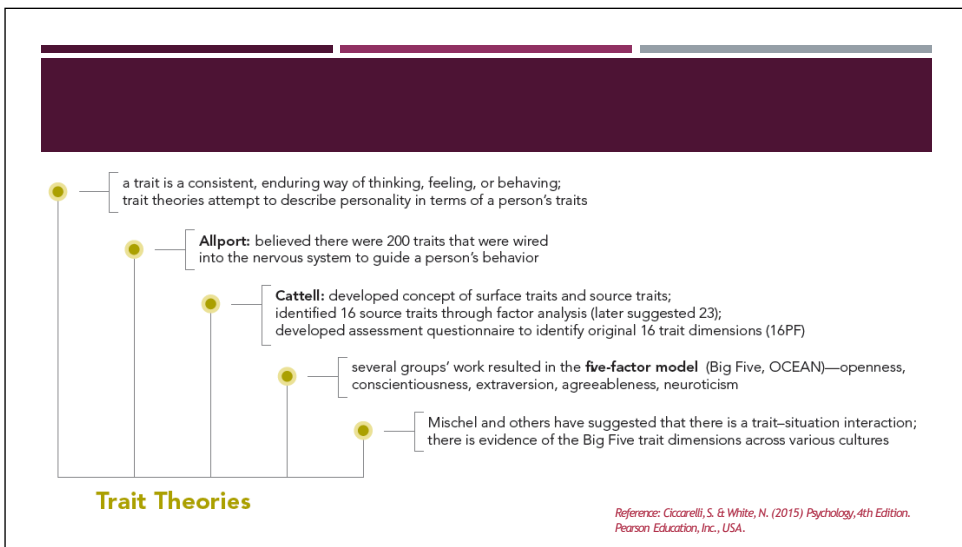
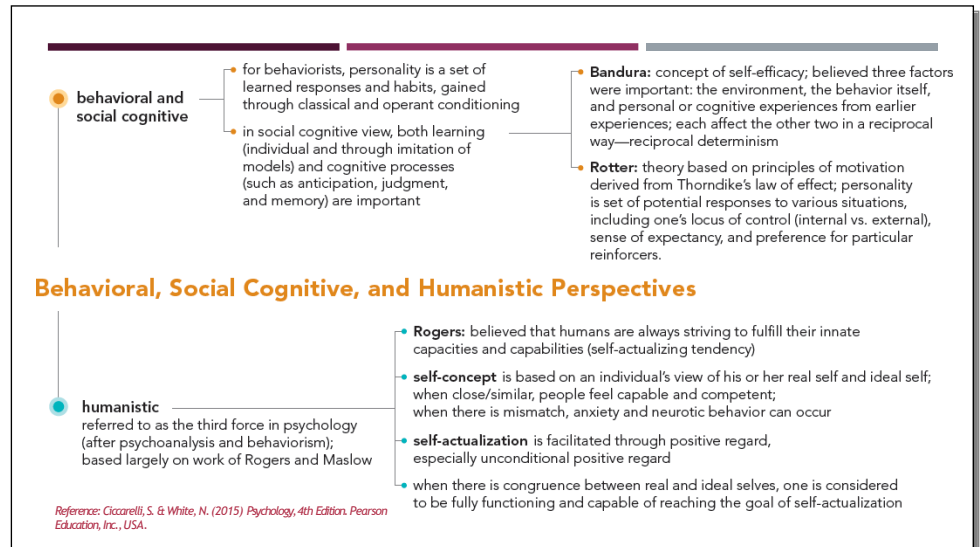
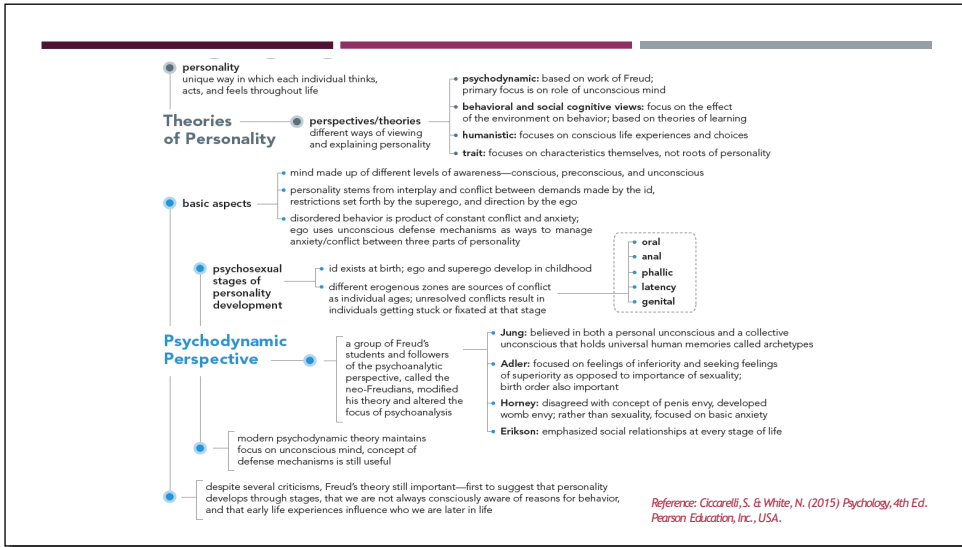
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The Defense Never Rests: Defense Mechanisms to the Rescue

Defense	Operation	Example
Repression	Person avoids anxiety by simply not allowing painful or dangerous thoughts to become conscious.	An executive's desire to run amok and attack his boss and colleagues at a board meeting is denied access to his awareness.
Denial	Person simply refuses to acknowledge the existence of an external source of anxiety.	You are not prepared for tomorrow's final exam, but you tell yourself that it's not actually an important exam and that there's no good reason not to go to a movie tonight.
Projection	Person attributes own unacceptable impulses, motives, or desires to other individuals.	The executive who repressed his destructive desires may project his anger onto his boss and claim that it is actually the boss who is hostile.
Rationalization	Person creates a socially acceptable reason for an action that actually reflects unacceptable motives.	A student explains away poor grades by citing the importance of the "total experience" of going to college and claiming that too much emphasis on grades would actually interfere with a well-rounded education.
Displacement	Person displaces hostility away from a dangerous object and onto a safer substitute.	After a perfect parking spot is taken by a person who cuts in front of your car, you release your pent-up anger by starting an argument with your roommate.
Intellectualization	Person represses emotional reactions in favor of overly logical response to a problem.	A woman who has been beaten and raped gives a detached, methodical description of the effects that such attacks may have on victims.
Regression	Person retreats from an upsetting conflict to an early developmental stage at which no one is expected to behave maturely or responsibly.	A boy who cannot cope with the anger he feels toward his rejecting mother regresses to infantile behavior, soiling his clothes and no longer taking care of his basic needs.



Thank You!

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- https://www.macmillanhighered.com/BrainHoney/Resource/22292/digital_first_content/trunk/test/comerfund8e/asset/img_ch2/comer8e_tab02_01.jpg

ACTIVITY 3

- Answer the personality test based on the psychological trait theory, the Big Five personality traits, also known as the five-factor model (FFM) and the OCEAN model using the following link: <https://www.outofservice.com/bigfive/>
- Looking at your results, reflect on the following:
 - How do you find the results of the personality test? Do you generally agree with it? Why or why not? Cite specific examples/ real life experiences that can support your answer.
 - Based on the results, what aspect of your personality (OCEAN) do you think you need to work on? How?
 - As a student nurse, how can this information help you in dealing with others especially with your family, friends, batchmates and future patients?
- Comments and insights will be posted in the VLE discussion forum.

ACTIVITY 4

WATCH: Pagdaloy: Achieving Optimal Experience.

- What do we know about our Filipino values? Let's virtually navigate our pagpapahalagang (values) Filipino kasama si Prof. Arvin M. Villalon

Link: <https://www.youtube.com/watch?v=IDSr3RvVSTU>

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