

Paper Title:

No. of Pages: 0

Paper Style: APA Paper Type: N/A

Taken English? Yes English as Second Language? No

Feedback Areas: General, N/A

Paper Goals: I received feedback from a tutor earlier in reference to my paper, however i should of added the assignment instructions. I have attached them this time, with the paper again. If i could please get the feedback from what i've done wrong for the assignment so i could revise accordingly i would apprec

Proofing Summary:

Hi, Angelia!

I'm Tomi, your writing tutor for the Writing Center. I have reviewed your submission and have several suggestions that will help you revise. Please feel free to contact us through a 24/7 live writing session with any follow-up questions or for any clarification.

Below, you will find a revision plan along with margin comments within your paper. Use my suggestions as a starting point for the revision process. Note that I have not proofread the draft for minor errors, but rather, focused on larger concerns such as idea development. For a complete look at grammar and punctuation, please use Grammarly.

You have done a nice job of gathering sources for your study! Research is vital to academic writing, and you've showcased your research skills well here by finding relevant and scholarly sources to respond to.

For your revisions, I suggest focusing on:

Paragraph Development:

In general, all paragraphs need to have 3 pieces:

P-Point—also known as your topic sentence where you state what the paragraph is about. They should reflect one of the main points of your thesis statement, and clearly introduce the subject of the paragraph.

I-Information—where you present your information (facts, details, quotes, and reasons)

E-Explanation—where you explain the relevance or importance of your information. How does this information relate to your main point? What is it's significance? Why is it important?

There are multiple places where you could expand on your ideas or be more detailed. Remember that you want to convey your message to your audience clearly. The audience should be able to understand the train of thought behind what you're presenting—they should know how you got from point A to point B, rather than simply being presented with point B. While this assignment is an annotated bibliography, you want a clear thesis that you can build the idea of your paper around. An annotated bibliography relates to building up sources that will be useful in your paper and useful in supporting your thesis. Even if you don't need to write the paper itself, keeping this in mind can help.

<http://writingcenter.ashford.edu/body-paragraphs>

Good luck in the course!

Operant and Classical Conditioning

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Psy620

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Operant and Classical Conditioning

An understanding of classical and operant conditioning concepts is central to my future career as a clinical psychologist. While both lead to learning, the two concepts are quite different. Classical conditioning involves developing a link between naturally existing stimuli and previous neutral stimuli (Garren, Sexauer & Page, 2013). The process involves pairing past neutral stimuli such as the sound of a bell with unconditional stimuli such as the taste of food. The unconditional stimuli naturally trigger an unconditional response. By associating natural stimuli with unconditional stimuli, the sound of a bell will evoke salivating. The sound of a bell is the conditional stimulus while salivating is the conditioned response. According to Kirsch, Lynn, Vigorito and Miller, (2004), classical conditioning is not only used to describe learning methods, but also explains how a form of behavior can impact a person's health.

Operant conditioning, on the other hand, focuses on the impact of reinforcement and punishment on behavior. Through operant conditioning, an association is derived between behavior and behavioral consequences. Garren, Sexauer and Page (2013) posit that various factors can influence the speed at which a person learns a response and the strength of a response. Schedule of response plays an important role on the speed at which a person learns a certain behavior and the strength of the response. The type of a reinforcer can also affect a response. For instance, whereas a variable ratio schedule is more likely to lead to high and steady response rate, a variable interval schedule is more likely to result in a slow as well as steady response rate. This paper explores the traditional learning theories of operant and classical conditioning on memory recall.

Garren, M. V., Sexauer, S. B., & Page, T. L. (2013). Effects of circadian phase on memory acquisition and recall: Operant conditioning vs. classical conditioning. *PLoS ONE*, 8(3), e58693. doi:10.1371/journal.pone.0058693

In this study, Garren, Sexauer and Page (2013) found no relation between circadian regulation and the ability to recall past events. Following operant conditioning in *Rhyarobia maderae*, the researchers found no effect of circadian system on memory formation, both short term and long term. On the contrary, the ability to recall past events is strongly linked to circadian phase of training. Past studies have held that circadian clocks affect learning and memory in different ways. Hence, the researchers conclude by suggesting that there could be significant differences in the manner which circadian phase regulates learning as well as memory in both operant and classical conditioning. This article is important because it shows that in some situations, the memory formation is independent of the circadian phase. But the phase can operate as a contextual cue such that performance plus recall are greater at 24-hour intervals learning. In other cases, memory retrieval is independent of the testing phase. But memory consolidation may depend on circadian phase of training.

Killen, P. R., Sanabria, F., & Dolgov, I. (2009). The dynamics of conditioning and extinction. *Journal of Experimental Psychology*, 35(4), 447-472.

The analysis of responding has, for many years, been explained by two changes of paradigm. These include the partial reinforcement extinction effect and the renewed attention to momentum. The former holds that probabilistic reinforcement produce more responses in extinction compared to continuous reinforcement. The article by Killen, Sanabria and Dolgov is relevant for the present study as it shows close relationship between behavioral momentum and Pavlonian forces, including relative densities of food in conditioning stimulus and background.

The researchers also found that Skinnerin parameter was only dominant when food was accelerated or delayed for the study subjects, which were birds.

Kirsch, I., Lynn, S. J., Vigorito, M., & Miller, R. R. (2004). The role of cognition in classical an operant conditioning. *Journal of Clinical Psychology*, 60(4), 369-392.

In this article, Kirsch et al. (2004) reviewed old and recent data relating to the role of higher order cognition in conditioning to propose a theoretical synthesis that provides roles for automatic and cognitively mediated responses. To do so, the researchers interpreted a hypothesis that conditioning is a stimulus-response mechanistic process in which expectancy plus other factors are epiphenomena. They found that whereas conditioning trials yield conditional processes and expectancies, there is no causal relationship between response and expectancy. The other hypothesis is that cognitive theory, including stimulus-outcome associations, according to an outcome is hypothesized to mediate the impacts of conditioning. The researchers indicated that conditioning trials yield expectancies which produce responses. Also, Kirsch et al. posit that S- R mechanistic and cognitive accounts can be used to explain most traditional classical as well as operant conditioning phenomena. The article is relevant for the study because an implicit assumption in the definitions of classical conditioning and operant conditioning is the acquisition of stimulus-response association instead of belief about antecedents of an outcome (expectancy).

Krause-Utz, A., Keibel-Mauchnik, J., Ebner-Priemer, U., Bohus, M., & Schmahl, C. (2016).

Classical conditioning in borderline personality disorder: an fMRI study. *European Archives of Psychiatry and Clinical Neuroscience*, 266(4), 291-305.

Previous studies have reported disturbed emotional learning plus memory loss in borderline personality disorder. However, there are no studies exploring neural correlates of

aversive conditioning delay in borderline personality disorder. This article is relevant for the study as it investigated acquisition between session extinction memory recall and reacquisition. Kraus-Utz et al. (2015) found that 27 drug free female borderline personality disorder and 26 female healthy controls performed differential delay aversive conditioning during a functional magnetic resonance imaging. The researcher found no significant differences in brain activation between the two groups. Within group comparisons for conditioned stimuli, borderline patients showed increased insula activity but not in healthy females during early acquisitions. Both groups revealed frontoparietal areas during late acquisitions. During extinction, borderline personality patients rated conditioning stimuli as more arousing as well as aversive than the healthy female group and activated the amygdala. On the contrary healthy female revealed increased prefrontal activity in response to conditioning stimuli during extinction. Borderline patients showed stronger skin conductance response than conditioning stimuli. Amygdala habituation to conditioning stimuli during acquisition was identified in the healthy group but not in borderline personality patient.

Sommerbeck, L. (2011). Bridging the positions of Rogers and Skinner: The role of nonlinear dynamic systems. *Person-Centered & Experiential Psychotherapies, 10(3), 198-209.*

Whereas Rogers and Skinner agreed that behavior is determined, the former had some reservations, because he found the latter attached no importance to a person's inner, subjective experiences. Rogers argued that Skinner did not focus on people's freedom and ability to make choices. Sommerbeck's article is relevant for the present study because it strives at bridging the disconnection between Roger's and Skinner's positions. The author uses nonlinear dynamic systems concept to bridge the gap between Rogers' and Skinner's works and consequently

introduces the non-predictability concept to replace the non-directivity concept. The former concept facilitates the framing of client centered therapy in an overarching way by Skinner's operant conditioning principle without interfering with Roger's concern about a patient's autonomy. Sommerbeck argues that Roger's theory of therapy does not contradict Skinner's personality theory. Hence, therapists who believe in operant conditioning as a suitable explanatory concept to human behavior can practice client centered therapy effectively.

Conclusion

An understanding of classical and operant conditioning concepts is central in clinical psychology. This is since there are significant differences in the manner which circadian phase regulates learning as well as memory in both operant and classical conditioning. In some cases, the memory formation does not rely on the circadian phase. Also, there is direct relationship between behavioral momentum and Pavlovian forces, including relative densities of food in conditioning stimulus. Skinnerian parameter is only dominant when food is accelerated or delayed. Psychologists also need to understand that while conditioning stimuli may lead to conditional processes and expectancies, there is no causal link between response and expectancy. Also, there is need to understand that whereas borderline personality disorder patient and healthy people may have differential delay aversive conditioning the two groups have no differences in brain activation. Moreover, Roger's theory of therapy supports Skinner's personality theory. Thus, therapists who support operant conditioning can use the concept for client centered therapy.

References

- Garren, M. V., Sexauer, S. B., & Page, T. L. (2013). Effects of circadian phase on memory acquisition and recall: Operant conditioning vs. classical conditioning. *PLoS ONE*, 8(3), e58693. doi:10.1371/journal.pone.0058693
- Killen, P. R., Sanabria, F., & Dolgov, I. (2009). The dynamics of conditioning and extinction. *Journal of Experimental Psychology*, 35(4), 447-472.
- Kirsch, I., Lynn, S. J., Vigorito, M., & Miller, R. R. (2004). The role of cognition in classical an operant conditioning. *Journal of Clinical Psychology*, 60(4), 369-392.
- Krause-Utz, A., Keibel-Mauchnik, J., Ebner-Priemer, U., Bohus, M., & Schmahl, C. (2016). Classical conditioning in borderline personality disorder: an fMRI study. *European Archives of Psychiatry and Clinical Neuroscience*, 266(4), 291-305.
- Sommerbeck, L. (2011). Bridging the positions of Rogers and Skinner: The role of nonlinear dynamic systems. *Person-Centered & Experiential Psychotherapies*, 10(3), 198-209.

Week 3 - Assignment

Choosing Your Focus

Prior to beginning this assignment, please review all the required readings from the first three weeks as well as the articles you used in your Week 2 Discipline-Based Literature Review. During this course, you have been developing your knowledge in the area of learning and cognition. In the Week 2 assignment, there was special focus on six topics that influence a wide variety of disciplines in psychology and other fields. In the final week of this course, you will develop a Learning and Cognition Handbook based on these topics.

This week, you will write an extensive review and annotated bibliography on one of the six main course topics below:

- Traditional learning theories: Operant and classical conditioning
- Traditional learning theories: Behaviorism and social learning theory
- Attention and memory
- Decision-Making
- Language acquisition
- Organizational and lifelong learning

The topic you choose should be based on the area in which you would most like to develop your knowledge. Your choice should also consider your current interests in psychology and support your future career goals.

As you prepare this assignment, keep in mind that it is designed to assist you with beginning the process of drafting your Learning and Cognition Handbook, which is due in Week 6. It is recommended that your paper be checked in Grammarly (<http://writingcenter.ashford.edu/grammarly>) and through Turnitin (<https://content.bridgepointeducation.com/curriculum/file/e1b621f9-b1d3-47d7-9d27-1e71b3381190/1/Understanding%20Turnitin%20Reports.zip/story.html>) prior to submission.

Include the following components in your review:

Introduction: Explain your motivation focusing on your chosen topic and describe how this topic aligns with your future career goals.

Research: Research five **Scholarly, Peer-Reviewed, and Other Credible Sources**

(<https://content.bridgepointeducation.com/curriculum/file/b2d6fb25-629e-42e1-a13e-43bf67043c8a/1/Scholarly%2C%20Peer%20Reviewed%2C%20and%20Other%20Credible%20Sources.docx>) in the Ashford University Library focusing on your chosen topic, and provide an **annotated bibliography** (<https://content.bridgepointeducation.com/curriculum/file/d1ed61b5-8152-4f8e-948b-e162fd937c2f/1/Annotated%20Bibliography%20Tutorial.zip/story.html>). These articles must provide sufficient information so that they will support your work in the Learning and Cognition Handbook. (See the instructions in Week 6 for further clarification.) Provide a complete reference for each of the five articles.

Beneath each reference, provide an annotation that explains the theoretical perspectives, historical trends, and/or empirical research within the article that describe and define your chosen construct.

Conclusion: Provide a concluding paragraph that synthesizes the cognitive learning principles and theories found within the articles as they relate to your chosen construct.

The Choosing Your Focus paper

- Must be three to five double-spaced pages in length and formatted according to **APA style** (<http://writingcenter.ashford.edu/apa-style>) as outlined in the Ashford Writing Center.
- Must include a title page with the following:
 - Title of paper
 - Student's name
 - Course name and number
 - Instructor's name
 - Date submitted
- Must begin with an introductory paragraph that clearly states the chosen construct.
- Must clearly discuss and explain the chosen construct with critical thought.
- Must include a Research section comprised of the **Annotated Bibliography** (<http://bpiwritingcenter.prod.acquia-sites.com/annotated-bibliography>) .
 - The **Formatting Your References List** (<http://bpiwritingcenter.prod.acquia-sites.com/format-your-reference-list>) guide offers additional guidance on correctly formatting references for the annotated bibliography.
- Must end with a conclusion that synthesizes the cognitive learning principles and theories found within the articles as they relate to the chosen construct.
- Must use at least five peer-reviewed sources (one per topic).
 - The **Scholarly, Peer Reviewed, and Other Credible Sources** (<https://content.bridgpointeducation.com/curriculum/file/b2d6fb25-629e-42e1-a13e-43bf67043c8a/1/Scholarly%2C%20Peer%20Reviewed%2C%20and%20Other%20Credible%20Sources.docx>) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment.

Carefully review the **Grading Rubric** (<http://ashford.waypointoutcomes.com/assessment/21288/preview>) for the criteria that will be used to evaluate your assignment.



Waypoint Assignment Submission

The assignments in this course will be submitted to Waypoint. Please refer to the instructions below to submit your assignment.

1. Click on the **Assignment Submission** button below. The Waypoint "Student Dashboard" will open in a new browser window.
2. **Browse** for your assignment.