

PSYC 472: Advanced Topics in the Neuroscience of Motivation

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TA:

Course outline:

Prereqs: **PSYC 361.**

This course will build directly on the foundational information covered in the 3rd year course "Neuroscience of Motivation (PSYC 361)". It is aimed at 3rd-4th year students who are specialising in Behavioural Neuroscience for their major.

Course learning outcomes:

1. How have theories regarding the neurocognitive basis of affective decision making evolved since the original publication of the Iowa Gambling Task?
2. What does non-homeostatic regulation of motivational drive mean for the regulation of food intake, and how does this inform our understanding of eating disorders?
3. How does the neurobiology of goal-directed behaviour differ from habitual/automatic processes, and how has this framed the theoretical consideration of psychiatric disorders?
4. How do we best understand learning from stress and negative events?
5. What are the clinical implications of these discussions?

My goal for this course: Make it INTERESTING, VALUABLE and EDUCATIONAL.

There is no textbook for this course- all the information covered will be contained in original articles or reviews. Required readings will be posted on the canvas website.

The first half of the course will be purely lecture-based, although class discussions will be encouraged as time permits. In the second half of the course, you will choose and present a paper based on the information covered in the first half of the course (details below). You will also write a press release based on this paper, and pitch the importance of the science in 60s.

Course grade: The course grade will be made up as follows:

Midterm: 30%

Presentation: 20%

Poster: 20%

Press release: 15%

60s pitch: 15%

Participation: - up to 5%

Press release guidelines and rubric:

Press releases must fit on a single page, typed in Calibri font 11, and contain no more than **400** words.

<p>Language use</p>	<p>Conveys material using simple and understandable language accessible to the average layperson and non-expert. Sentences are short and punchy. No spelling or grammatical errors</p> <p>5 4</p>	<p>Language used is mostly appropriate, with a few jargon or buzzwords that are difficult to understand. Only a few typographical or grammatical errors. Some sentences could be edited for clarity.</p> <p>3</p>	<p>Language used is too complicated/ inaccessible. Sentences are too long and clunky. Multiple grammatical and typographical errors.</p> <p>2 1</p>
<p>Tone</p>	<p>Highlights the strengths and importance of the paper without overstating the findings, or making inappropriately grandiose statements.</p> <p>5 4</p>	<p>Mainly strikes the right tone, but some statements are either confusing/misleading, or fail to add impact.</p> <p>3</p>	<p>Statements are misleading or overblown OR importance may be missing, so that reader is left wondering what the significance of the work actually is.</p> <p>2 1</p>
<p>Content</p>	<p>Clearly explains the methods and main findings of the study.</p> <p>5 4</p>	<p>Some details about the experimental design or findings are incorrect.</p> <p>3</p>	<p>Methods and findings are inaccurate or hard to follow.</p> <p>2 1</p>

		the study and future directions.	future directions is limited.	and/or future directions is missing.
		7	5	3
		6	4	2
				1

Participation mark:

This will reflect your engagement in the peer review process (i.e. you'll lose marks if you repeatedly don't turn up to class, or don't submit your peer review grades at the end of class/ have clearly not been paying attention during other people's presentations)