

PSYC 361 2021: The Hybrid Version

Instructor: Dr. Catharine A. Winstanley (cwinstanley@psych.ubc.ca)

TA: Chloe Chernoff (chloe.chernoff@alumni.ubc.ca)

The COVID 19 bit

a) SAFETY:

- You are required to wear a non-medical mask which covers both your nose and mouth during our class meetings. This is for your protection and the safety and comfort of everyone else in the class. These masks are a primary tool for combating the spread of COVID-19, and are mandated by the provincial health office in all indoor public spaces. These include lobbies, hallways, stairways, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment during these challenging times.
- Do not approach me after class to ask questions about course content, research opportunities, student accommodation etc. All those enquiries MUST be handled over email this year, or in a virtual office hour. Apologies in advance if I appear rude if you try and approach me, but that's the way it has to be for now.
- If you are sick, STAY HOME.

b) Class Delivery

Background

There has been a lot of discussion over what is the safest and most effective way to run undergraduate classes this term. There is no solution that will satisfy everyone's concerns and requests. Compromises have to be made, by students and faculty alike, in order to deliver courses during this pandemic. Everyone is approaching the term having gone through a very difficult 18 months, so please treat yourself and others with kindness during this time. It is highly likely that most of you will have to miss some in-person classes, for a variety of reasons (e.g. you get sick with a cold, someone in your household gets exposed to covid-19, you don't feel comfortable coming to class until you have had your second vaccination, you or someone you live with is immunocompromised). We have been lucky in our classroom assignment, though, and I think it will be possible to deliver in-person classes to some extent.

As a result, I am planning the following (assuming no major changes to provincial health recommendations):

- 1) All lectures will be simulcast using Zoom, and recorded using Zoom.
- 2) In-person classes will generally run twice a week on Wednesdays and Fridays, whereas class will be Zoom only on Mondays. The first class will also be on-line only, as per the email sent on Friday Sept 3rd.
- 3) For those wanting to attend in-person, please enter the classroom through the double doors at the back/top of the lecture theatre, and leave through the single door at the bottom/front.
- 4) Do not crowd your classmates when entering/exiting, or when choosing seats. Leave at least 1 seat between you, regardless of whether you are best friends or know each other's vaccination status- this will help everyone stick to and understand the rules.

5) For the worksheet sessions, these will be an opportunity to discuss the answers you have prepared to an assigned, or ask for clarification of the questions. These are intended to help you read original papers within the field of neuroscience, and are an important part of the course. The worksheet itself is not graded, but the answers are examinable.

6) All course material (lecture notes, readings, worksheets etc) will be posted to the Canvas website.

c) Assessment

The situation is very fluid, and unfortunately that means the course structure may change in order to accommodate provincial health mandates. Uncertainty about what is expected and how assessments will be delivered was one of the most significant issues for students last year. I have therefore tried to design the course with some fail-safes in mind (see course schedule for dates of exams).

There will be two midterm exams, which will be completed in-person, with only 50% of the class present for each sitting. These will be typical UBC undergraduate exams, similar to those delivered in previous years (multiple choice, short answer questions, fill-in-the-blanks etc). Exams are non-cumulative. Midterm 1 will cover material in Module 1. Midterm 2 will cover material in Module 2.

The assignment will take the form of a grant summary, based on the papers discussed in the discussion sessions. Details will be provided after the midterm exams. You will need a Turnitin account (see below).

There will also be a final exam, assuming in-person examinations can take place in December. The final will just cover material from Modules 3 and 4. As it is difficult to forecast what December will look like, the format of this assessment may change.

Concession: if you miss an assessment due to ill-health, the course grade will be made up from the remaining assessments. If you miss two or three assessments, you will need to complete an additional assignment(s) or make-up exam(s). If you miss all assessments, you cannot pass this course.

Note: UBC has designated this course to be offered in-person. In-person assessments will therefore form a significant portion of the course grade. If you do not feel comfortable attending class to sit exams, you cannot take this course.

Overview of the course

The overall aim of this course is for you to learn about the neurobiological mechanisms underlying different motivational processes, with an emphasis on behavioural neuroscience. The course has been designed to not only help you to learn about the topics we cover, but also to encourage you to develop opinions about the scientific theories we discuss, and to become familiar with reading original research articles. It is aimed at 3rd year and 4th year students pursuing a BSc in Behavioural Neuroscience. I will be assuming some core knowledge regarding basic neuroanatomy and neuroscience methods. *This is not a course that covers motivational or social psychology.*

Learning outcomes:

Although this course may be used to satisfy various program requirements, it is formally offered as part of the BSc in Behavioural Neuroscience. The learning outcomes for this degree program, and the level to which this course satisfies each of those outcomes, is tabulated below.

Key for level of coverage: 0 = none, 1 = basic, 2 = moderate, 3 = advanced

BNSC Program Learning Outcomes	Level of coverage
Understand and apply historical and foundational concepts and theories in behavioral neuroscience (including basic cellular, systems, and cognitive underpinnings).	3
Demonstrate a conceptual understanding and procedural knowledge of behavioural neuroscience and neuroscience research design and techniques.	3
Demonstrate an understanding of the neurobiological mechanisms and behavioural features of a range of neurological and psychiatric conditions.	2
Propose and/or conduct a behavioural neuroscience experiment with human participants and/or animal subjects, including design, ethical approval, data collection, basic statistical analysis, and oral and written presentation.	1
Read a primary neuroscience-related article, understand its methods, summarize it, analyze its strengths, recognize its limitations, and propose avenues for further inquiry.	3
Review and integrate a body of behavioural neuroscience literature into a concise synopsis.	2
Demonstrate effective written and oral communication skills in a variety of formats (e.g., instructions, reports, essays, discussion, debate, presentation) aimed at both neuroscientific and non-neuroscientific audiences.	1
Identify relevant career options, and ways to best prepare for them	1

In addition, the following **course-specific learning outcomes** are listed below. Upon completion of the course, you should be able to:

1. Explain the role played by emotions, homeostasis, reinforcers, incentives, and aversive states in motivational processes using data from behavioural neuroscience experiments.
2. Evaluate the merits and weaknesses of core theories that have been influential in shaping the field of motivation neuroscience.
3. Extract hypotheses and predicted results from original scientific articles, and evaluate the validity of the approach taken to test these assumptions

Textbook:

There is not textbook for this course. Assigned readings will consist of handouts, book chapters, and research articles. All assigned readings will be posted to the Canvas website as PDFs.

Course schedule:

I have posted a provisional schedule for the term to the Canvas course homepage. I will endeavour to stick as closely as possible to this schedule, but it may change based on changes in our ability to provide in-class tuition, or other unforeseen circumstances.

Turnitin

To submit your work to turnitin.com, you will need to create a unique user profile, consisting of a username (e-mail address) and password. To protect your privacy, UBC recommends creating an anonymous email address using one of the available free services (gmail, hotmail, etc.), and using an alias or pseudonym instead of your name. This alias must be included on the paper you upload to Canvas for marking. At the top right of the TurnItIn website, go to Create Account and select Student. Enter the Class ID (31529364) and Enrolment Password (Empirical) for this course. Prior to uploading, please delete any identifying information from the original document. This includes your name and student number in the document, as well as any metadata or hidden data that might be stored in the document itself. You can remove metadata from your Microsoft Word document using Document Inspector (Windows) or by clicking on Word > Preferences > Security, then selecting Remove personal information from this file on save (Mac).

To do: create a Turnitin account

Grading

We will be adhering to the Department of Psychology's grade scaling policy. Although we have some leeway this year, it is important to remember that you are, in essence, being graded relative to one another; not everyone can get an A+, and likewise only a small percentage of this class will be allowed to fail.

Academic integrity

Now more than ever, we need to work together to make this course work. As UBC students, it is imperative that you adhere to the University's campuswide policies and regulations regarding academic honesty and academic misconduct, even when studying remotely. The language of these policies has been reproduced below, along with the relevant websites.

1. UBC Policy: Academic Honesty and Standards

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>

Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty. If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Service Centre.

2. UBC Policy: Academic Misconduct

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described below.

1. Cheating, which may include, but is not limited to:
 1. falsification of any material subject to academic evaluation, including research data;
 2. use of or participation in unauthorized collaborative work;
 3. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
 4. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
 5. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the [Student Conduct during Examinations](#)).
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.
3. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.
4. Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.
5. Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.
6. Falsifying or submitting false documents, transcripts, or other academic credentials.
7. Failing to comply with any disciplinary measure imposed for academic misconduct.

To do: Complete the assignment on academic misconduct. You must take this quiz repeatedly until you obtain full marks. Completing this quiz is mandatory by September 30th, and is required to show you understand what constitutes academic misconduct.

To do: Complete the Syllabus quiz. You must take this quiz as many times as necessary until you obtain full marks. Completing this quiz is mandatory.