

PSYC 361 2022: The In Person Once Again Version

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

TA: Brittney Russell (brittney.russell@psych.ubc.ca)

The COVID 19 bit

a) SAFETY:

- 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

- 1) All course material (lecture notes, readings, worksheets etc) will be posted to the Canvas website.
- 2) Lectures will **not** be recorded or livestreamed. This is in accordance with recommendations made by the UBC Learning Technology Advisory Group. The only exception will be the first lecture of the course.

c) Assessment

There will be two midterm exams, which will be completed in-person. 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, and is worth 30%. Midterm 2 will cover material in Module 2, and is worth 20%.

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 (details to come). This is worth 20%

There will also be a final in-person exam. The final will just cover material from Module 4. This exam will be an essay question, and will be worth 30%.

Concession: if you miss one 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, 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. 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, 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

As UBC students, it is imperative that you adhere to the University's campus-wide 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.