



THE UNIVERSITY OF BRITISH COLUMBIA

LAND ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Advanced Topics in the Neuroscience of Motivation	PSYC 472	3

Faculty: Faculty of Arts

Department: Psychology

Instructor(s): Dr. Catharine A. Winstanley

Instructor(s) Email: cwinstanley@psych.ubc.ca

Office Location: DMCBH 3401

Delivery Modality: In-Person

Duration: Term 2 Winter 2025

Class Location: SWING 207

Class Days: Mon/Wed/Fri

Class Hours: 1:00pm - 2:00pm

Office hours: By appointment

COURSE DESCRIPTION

This course will build 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.

PREREQUISITES: 1 OF

1	PSYC 361
2	PSYC 365

CONTACTS

1	Professor, Catharine Winstanley, cwinstanley@psych.ubc.ca, response time during working hours, typically within 48 hrs
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COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

I'm a Professor in the Department of Psychology, and the Director of the Graduate Program in Neuroscience. My office and lab are located within the Djavad Mowafagian Centre for Brain Health, and I enjoy being an active member of the neuroscience community on campus. I run a behavioural neuroscience lab, and my research program aims to understand the neurobiological basis of risky and impulsive behaviour. Most of our research uses laboratory-based tasks designed to model these cognitive behaviours in rats.

COURSE STRUCTURE

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 a paper based on the information covered in the first half of the course (see more details below) which will form the basis of a series of skills-based assessments. You will give a presentation during class on this paper, write a press release for it, create a poster of the work, and pitch the importance of the science in 60s.

A more detailed class schedule is provided on Canvas. Rubrics will also be provided for all assessments on Canvas.

SCHEDULE OF TOPICS

See Canvas

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Discuss how decision-making paradigms for use in the laboratory have shaped our understanding of the decision-making process.
2. Explain how the neurobiology of goal-directed behaviour differs from habitual/automatic processes,

and how this has framed the theoretical consideration of psychiatric disorders
3. Evaluate the strengths and weakness of the concept of food addiction.

LEARNING ACTIVITIES

Attendance of lectures
Attendance of all presentation sessions
Completion of all assignments

LEARNING MATERIALS

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.

ASSESSMENTS OF LEARNING

Midterm (essay-based, closed book, in class time): 30%
Presentation: 20%
Poster: 20%
Press release: 15%
60s pitch: 10%
Peer review and participation: - up to 5%

LEARNING RESOURCES

Psychology Student Guide: <https://canvas.ubc.ca/courses/88921>

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

CHOOSING A PAPER FOR THE SKILLS ASSESSMENTS

Choose a paper from one of the following journals:

Addiction Biology; Behavioural Neuroscience, Behavioural Brain Research, Biological Psychiatry; Brain, Behavior and Immunity; European Journal of Neuroscience; eNeuro; Journal of Neuroscience; Journal of Psychiatry and Neuroscience; Molecular Psychiatry; Neuron, Neuropharmacology; Neuropsychopharmacology; Nature Neuroscience; Psychopharmacology; Psychoneuroendocrinology; Translational Psychiatry

If there's a paper you'd like to present from a journal not on this list, you must ask me first

When choosing your paper, take time to THINK CAREFULLY about the importance of the science, and whether the material lends itself to all forms of the assessment (presentation, poster, press release, 60s pitch). Are you excited about the findings? Are you passionate enough about the paper to spend so much time working with it? Are the results too complex or too simple or just right? Read through all the rubrics before making your final decision, and make sure the paper you've chosen allows you to shine.

OTHER COURSE POLICIES

Passing/Grading Criteria

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+ 90-100% B+ 76-79% C+ 64-67% D 50-54%

A 85-89% B 72-75% C 60-63% F 0-49%

A- 80-84% B- 68-71% C- 55-59%

Late Policy

A penalty of 5% per day will be applied to work that is submitted late.

Missed Exam Policy

There will be one make-up exam session for those who miss the midterm or who wish to re-take it.

Missed Activity Policy

Every effort will be made to re-schedule in-class presentations, and time is available in the schedule to accommodate this.

In exceptional circumstances, marks from missing assessments will be re-weighted on to remaining assessments.

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