

Psyc 361: Summary Information

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Office:	3527, Kenny Building (Psychology dept.)
Office Hours:	Mondays 2-3pm
Lectures	
Time:	Monday, Wednesday, Friday 1-2.00 pm
Room:	West Mall Swing Space 221
Teaching Assistants:	Jacque Ferland, Mason Silveira, Paul Cocker, Patrick Piantadosi
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Office:	
Office Hours:	TBA
Text:	Beck "Motivation: Theories and Principles", Fifth Edition
Publisher:	Pearson Prentice Hall
Assessment:	
Midterm Exam:	50%
Final Exam:	50%
Missing an Exam:	If you miss an exam due to serious illness or a death in the family - both require official documentation – you must contact the instructor within 48 hours of the exam and submit your documentation to Arts/Science Advising for consideration. Arts/Science Advising will then contact the instructor concerning their recommendation for academic concession. In either case, there will be no make-up exam and your final exam will be weighted accordingly. <u>Should you miss both exams for one of these reasons (documentation required), you must defer the course.</u> Any other reason for missing an exam or a lack of proper documentation will warrant a mark of 0 on that exam.
Exam Details:	The midterm exam will consist of multiple-choice, fill in the blank, definition and short answer questions. The final term exam will consist of multiple choice, as well as short and long answer questions. YOU ARE RESPONSIBLE FOR MATERIAL COVERED BOTH IN LECTURES, SMALL GROUP SESSIONS AND THE STATED CHAPTERS IN THE TEXTBOOK.

PSYC 361, MOTIVATION Class Schedule 2015, TBC			
Date	Module	Lecture	Required reading
Mon Jan 5th	Course Outline & Introduction		
Wed Jan 7th	1. Emotions and motivation	Theories of motivation	Chapter 1
Fri Jan 9th		Emotions and motivation; The biological basis of emotions	Chapter 2 plus emotions handout
Mon Jan 12th			
Wed Jan 14th			
Fri Jan 16th		Emotions and decision-making	Bechara et al. 1999; Fellows and Farah 2005
Mon Jan 19th			
Wed Jan 21st	2. Homeostasis and motivational drive	Feeding and sex	Chapter 4, Chapter 5 pp 143-150
Fri Jan 23rd			
Mon Jan 26th			
Wed Jan 28th			
Fri Jan 30th		Drive theory and activation theory	Chapter 6
Mon Feb 2nd			
Wed Feb 4th		"Operant sensation-seeking"	Olson and Winder (2009)
Fri Feb 6th		Review	Material covered so far (Modules 1 & 2)
Mon Feb 9th	FAMILY DAY- UNIVERSITY CLOSED		
Wed Feb 11th	MIDTERM		Material covered so far (Modules 1 & 2)
Fri Feb 13th	MIDTERM		
Mon Feb 16th- Fri Feb 20th	MIDTERM BREAK		

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Date	Module	Lecture	Required reading
Mon Feb 23 rd	Module 3: Rewards as reinforcers and incentives	Rewards as reinforcers, rewards as incentives	Chapters 7 and 8
Wed Feb 25 th			
Fri Feb 27 th			
Mon Mar 2 nd			
Wed Mar 4 th		Small group discussion session	Baxter et al. 2000
Fri Mar 6 th	Module 4: Stress, fear and anxiety	Escape and avoidance, stress and frustration	Chapters 9 and 10
Mon Mar 9 th			
Wed Mar 11 th			
Fri Mar 13 th			
Mon Mar 16 th			
Wed Mar 18 th		Small group session	Amat et al. 2006
Fri Mar 20 th	Module 5: Disorders of Motivation	Depression, drug addiction, gambling disorder	Lecture notes
Mon Mar 23 rd			
Wed Mar 25 th			
Fri Mar 27 th			
Mon Mar 30 th			
Wed Apr 1 st		Small group discussion	Clark et al. 2009
Fri Apr 3 rd	GOOD FRIDAY- UNIVERSITY CLOSED		
Mon Apr 6 th	EASTER MONDAY- UNIVERSITY CLOSED		
Wed Apr 8 th		Review	Material covered since midterms (Modules 3-5) Material covered since midterms (Modules 3-5)
Fri Apr 10 th		Review	
TBA		Final Exam	

Changes to the course this year

Important information as to how this course will be different this year as opposed to previous years, and what expectations are for participation in this course, will be reviewed on the first day of class so PLEASE ATTEND. The format of this course has changed, so the class schedule may need to be adjusted depending on how fast/slow we cover the relevant material.

Overview of the course

The overall aim of this course is not only for 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 major in Psychology. I will be assuming some core knowledge regarding basic neuroanatomy and neuroscience methods.

Learning objectives will be provided at the beginning of each module to highlight learning goals. Use these as a general guide as to the key topics covered. **However, you are expected to know all the material covered in the lectures, the stated parts of the text, and the discussion sessions.**

Although the majority of the course will consist of traditional lectures, small group discussion sessions are also incorporated in which you will work on a set of questions within a small group of students for most of the class. There will also be a short, 1-5 item quiz in each lecture. The quizzes will be quite hard, so don't be put off if you are struggling to get the answers right!

To facilitate your note-taking, lecture slides will be posted to the course website in pdf format prior to the start of the lecture.

What will be involved in a small group session?

For these discussions, we are dividing the class into groups of ~10 people. You are expected to work together in these groups of 10 in order to answer a selection of questions based on original research articles. The TAs and I will be supervising these sessions and be available to point you in the right direction. Both the questions and the papers will be posted on the course website at the start of each module. **It is essential that you read the papers and try and answer the questions before class**, or you probably won't have enough time to process the discussion and take notes. The more you put in to these discussions, the more you will get out of the course! *Note: the answers to these questions WILL NOT be posted on-line: it is your responsibility to generate your own notes on these topics.*

These sessions will take place for modules 3-5 only. In modules 1 and 2, I will take you through the assigned papers in class in order to ensure everyone has an idea of how to read an original scientific article, where to look for key information that will help you answer the questions on the worksheet, and encourage you to think critically. You will still be responsible for generating your own notes in order to answer the worksheet questions, but all the information will be covered in class.

In order to facilitate group discussion, we are aiming to balance the groups in terms of the subjects students are majoring in as well as the year of study, so please stay in the group to which you are assigned. Details of group assignments will be posted before the first discussion session once the class list has been finalized.

Why use the small group format?

- 1) "Traditional" lecturing is not the best way for all students to learn, and many of you benefit from a more interactive learning environment where more emphasis is placed on individual contributions, such as you find in seminars and tutorials. Varying the course format can also make the course more interesting, and help students engage with the course material.
- 2) In preparation for these discussions, you will be required to read original research articles, and the discussion sections will help you develop your opinions and arguments about the

validity of the science performed and the conclusions drawn. This is an important skill to practice because learning how to read and extract information from original sources and process them into an opinion/ argument is not only the foundation of any graduate degree, but an essential part of many jobs (e.g. management consultancy, public policy, law etc.). Furthermore, all that we think we know about science and the way the brain works comes from experimental work, and these “truths” are constantly being investigated, tested and reformulated. That is part of what makes neuroscience and psychology such exciting fields to study.

Will the marks for the quizzes contribute to the course grade?

NO.

What's the point of the quizzes then?

The main reason for the inclusion of these quizzes is that educational psychologists have found that completing tests actually helps students to learn course material. In fact, some evidence suggests that testing can even be more effective than studying! By keeping a record of the marks, we can get a measure of how effective the teaching has been. These quizzes can also help you to understand how well you are handling the course.