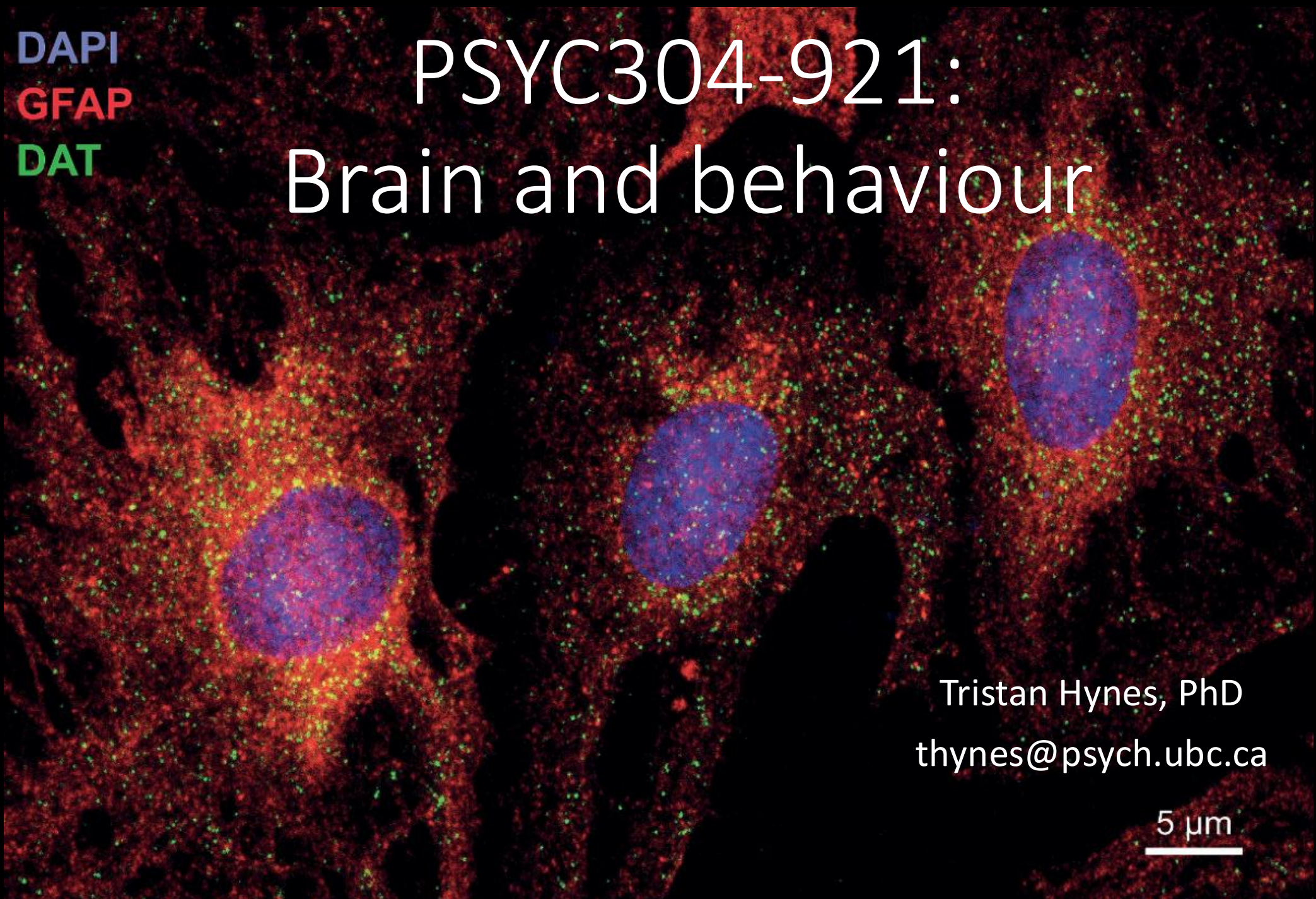


# ASSUME CANVAS ISN'T COMING BACK



DAPI  
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DAT

# PSYC304-921: Brain and behaviour

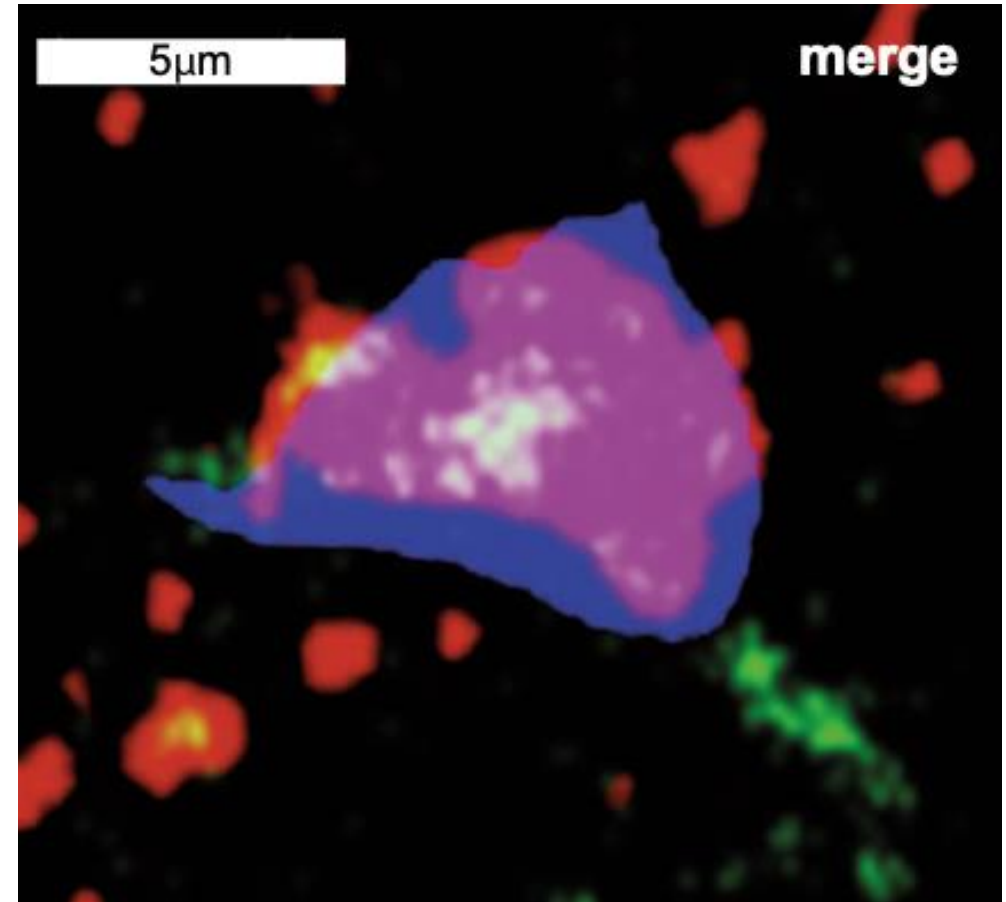


Tristan Hynes, PhD  
thynes@psych.ubc.ca

5  $\mu$ m

# Lecture overview

1. Who is your instructor?
2. How is this course designed?
3. What is PSYC304 about?
4. What are the evaluations and policies for the course?



# Tristan who?

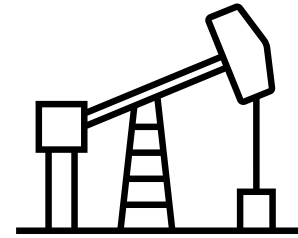
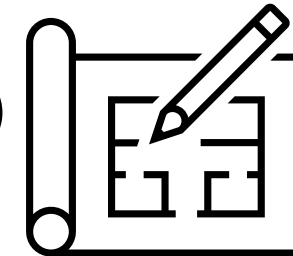
## 1. BSc in Biology, University of Alberta

- Major in biology; minor in psychology
- Research exposure: molecular biology & stroke
- Became fascinated with the biological basis of behaviour
- Got distracted by \$\$ for a few years



## 2. Mechanical designer, Various Companies/Freelance

- Designed industrial machinery (e.g., oil rigs, aircraft fueling, mining, etc.)
- Fun and lucrative but intellectual underwhelming
- Considered engineering – remembered my passion for biopsychology
- Quit my job and returned to university



## 3. BA in Psychology, MacEwan University

- 2-year post-baccalaureate
- Major in psychology; minor in chemistry
- Research exposure: stroke & medicinal chemistry
- 2 X NSERC USRAs paved my way to academic research



# Tristan who?

## 4. MSc in Psychology, University of Calgary

- Lots of people try drugs, but only a few get addicted – why?
- Rats take drugs just like we do
- Learned lots of cool techniques (e.g., vascular & stereotaxic surgery, viral mediated gene transfer, voltammetry, optogenetics, etc.)
- Scandalous closure of the lab



## 5. PhD in Neuroscience, University of British Columbia

- Role of dopamine at the intersection of drug addiction and decision making
- Inspiring and productive period
- 2 X Marshall awards gave my research momentum
- Lots of conference travel (e.g., Poland, Portugal, Morocco, San Diego, Hungary, Spain, Fernie, Whistler, etc...)



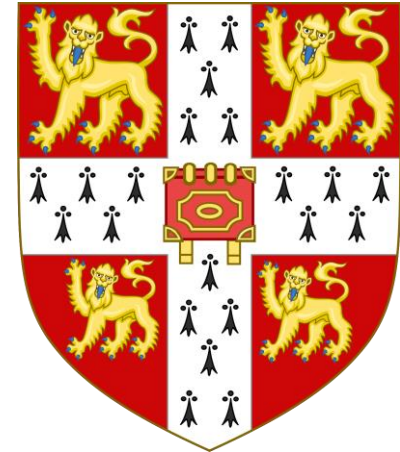
## 6. Postdoctoral Associate, University of Florida

- 3 months in bizarro world
- Lackluster research environment
- Missed Vancouver and became distracted by \$\$ again...



# Tristan who?

7. **Research Scientist, Aspect Biosystems**
  - Use 3D printed biological tissues to treat disease
  - Type 1 diabetes and islet cells
  - Leveraged surgical skills to get my foot in the door
  - Cool work but not neuroscience
  
8. **Postdoctoral Research Associate, University of Cambridge**
  - Investigate the role of astrocytes in drug addiction
  - Opportunity to work in a world-class lab at a prestigious institute
  - Finally solved the 2-body problem
  
9. **Leverhulme Early Career Fellow, University of Cambridge**
  - Transform translational gambling research in the UK
  
10. **Assistant Professor of Behavioural Neuroscience, Simon Fraser University**
  - Establish an independent laboratory investigating the neuroglial mechanisms underpinning drug addiction



# How to book office hours:

Send me an e-mail: [thynes@psych.ubc.ca](mailto:thynes@psych.ubc.ca)



Note that all office hours are held online (Zoom; same link as lecture)



One week minimum advanced notice



Will send you a calendar invite that you must accept to confirm meeting



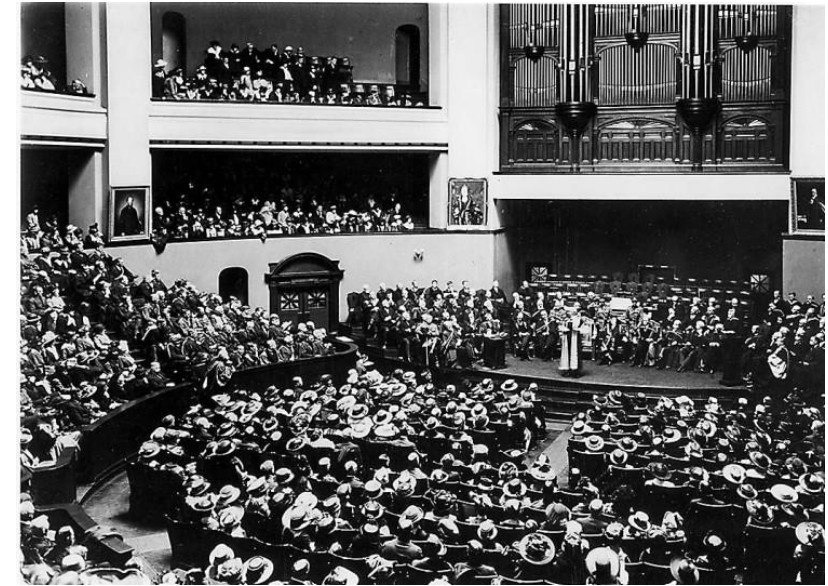
Please have directed questions ready to go



Another great way to catch me is after class or during our breaks

# Attendance is good

- Come to class, and come on time
  - Reviewing the lecture recordings is time consuming
- This course can be done remotely
  - Designed to incentivize in-person attendance
- Keep ahead of the readings
- Take detailed notes during lecture
  - Much of what I say is **NOT** on the slides
  - **i.e., The lecture slides are not sufficient for studying**
  - Absences are necessary sometimes; if you miss a class, it is your responsibility to catch up (e.g., by asking a classmate for notes and viewing the recordings)
- If you experience any persistent personal issues during the course (e.g. mental health issues, death or loss of someone close, other long-term stressors), please come speak with me right away
- Anything you tell me will be kept in the strictest confidence, and I will help structure the remainder of your time in the course as to accommodate your situation
- However, in order to help, I need to know. If something is going on, please send me a quick e-mail and we can set up a time to meet and chat



# Your wonderful TAs

Raymond MacNeil

- [raymond.macneil@psych.ubc.ca](mailto:raymond.macneil@psych.ubc.ca)

Douglas Forrest

- [douglas.forrest@psych.ubc.ca](mailto:douglas.forrest@psych.ubc.ca)



The TA will be your main contact for exam reviews (see syllabus for policy)

Like the instructor, your TA can also field questions about course material and psychology/neuroscience in general.

# SYLLABUS REVIEW

# Tristan's Cursed Exams

**QUALITY**  
**5.0**

**304** Feb 27th, 2026

For Credit: **Yes** Attendance: **Not Mandatory** Would Take Again: **Yes** Grade: **Not sure yet**

Textbook: **N/A** Online Class: **Yes**

**DIFFICULTY**  
**4.0**

Absolute goat prof. I've never met a professor more fluent in his studies than Dr. Hynes -- you will get inspired. He's got an amazing character and is a phenomenal teacher. Nonetheless, the course is TOUGH and you actually need to want to study it or you will get COOKED.

AMAZING LECTURES RESPECTED TEST HEAVY

**QUALITY**  
**3.0**

**304** Aug 8th, 2025

For Credit: **Yes** Attendance: **Not Mandatory** Grade: **Not sure yet** Textbook: **N/A**

**DIFFICULTY**  
**5.0**

While Tristan seems like a very smart professor who details many complex and interesting topics in lecture, his exams are very intense. It is pretty much impossible to score well on them as he has very strict grading expectations . He also does not mark the exams himself.

TOUGH GRADER TEST HEAVY

**QUALITY**  
**1.0**

**304** Aug 21st, 2025

For Credit: **Yes** Attendance: **Not Mandatory** Grade: **B+** Textbook: **Yes**

Online Class: **Yes**

**DIFFICULTY**  
**5.0**

no. just no. this guy doesn't even mark his own students and the communication between him and his ta's is awful. your grade is dependent on what the tryhards of the class write. if they write something that the question didn't even ask, your grade suffers because we're marked 'relative' to each other. fun!!!!!!!

TOUGH GRADER GET READY TO READ GRADED BY FEW THINGS

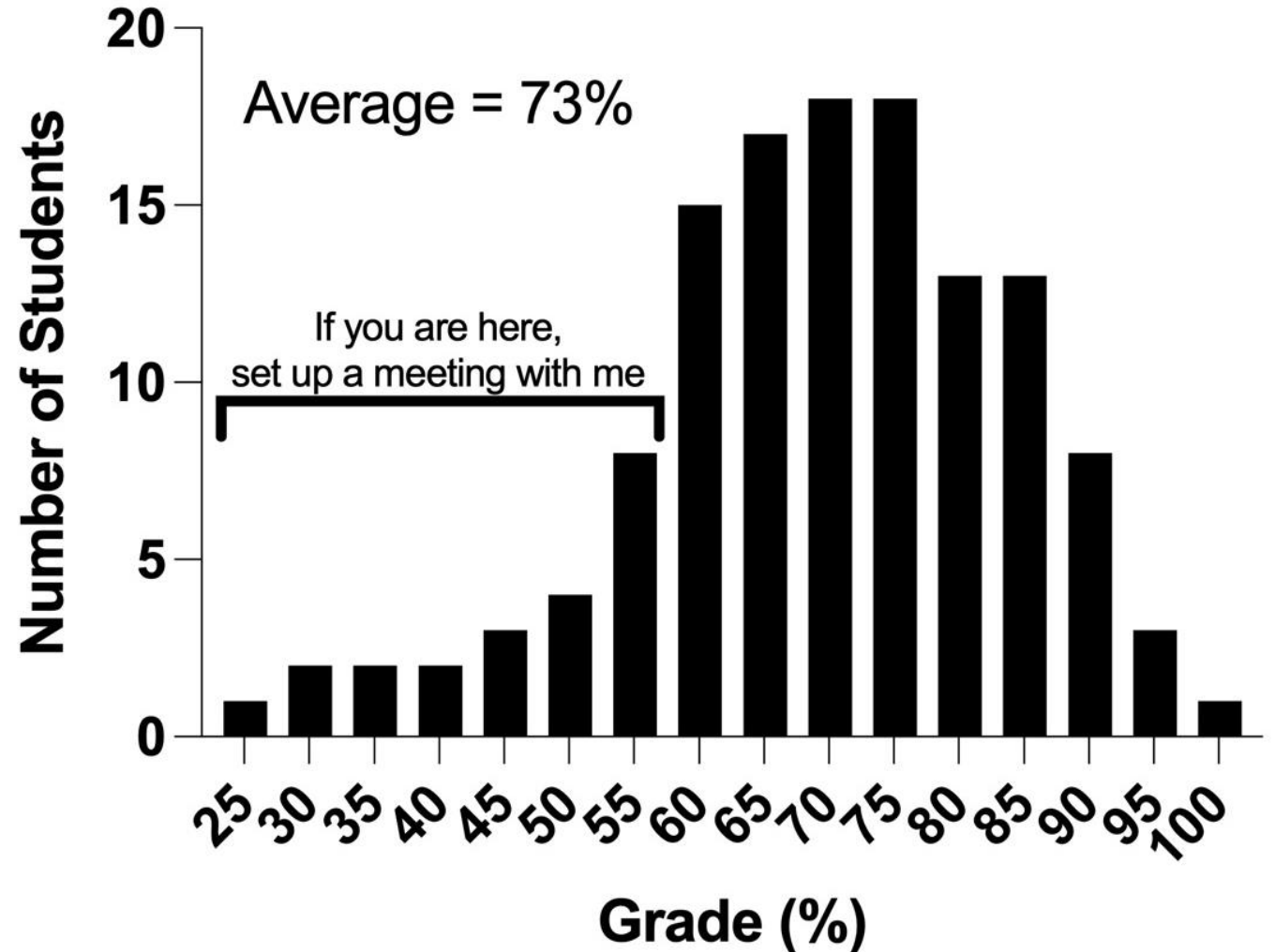
# Reality Check

- Psychology 304 is *meant* to be one of the most difficult courses in UBC's psychology program
- Instructors rarely mark exams in psychology. TAs are unbiased subject subject specialists who are experts in grading and capable of doing so better than the instructor
- **Trade off:**
  - **You** get unproctored, open-book exams, with no time constraints in the era of generative AI
  - **Tristan** has to design challenging exams and use a “relative” grading system that distributes the class into the department-mandated norms.

# The System Works!

## A few key points about grade inflation:

- It makes it harder to distinguish between truly exceptional work and work that is just adequate, because more people cluster at the top of the grade scale
- It can reduce the value or meaning of grades, since they no longer clearly signal differences in performance
- Universities (like UBC) set departmental grading norms to help control grade inflation. For example, in UBC Psychology, the average grade in 300-level courses is expected to be around **73%**.



# Wait? We can use generative AI?

- You may use AI to help polish your writing, check grammar, or make your sentences clearer.
- You may use AI as a study aid, for example to get another explanation of a concept or to quiz yourself on material.
- You should not use AI to generate your main ideas, arguments, or exam answers. Those must come from you.
- If you use AI, you need to acknowledge it clearly. **A short note at the end of your assignment explaining how you used it is enough.**
- Using AI without acknowledgment, or in place of your own thinking, is considered academic misconduct under UBC policy.



# Academic integrity is awesome

**My expectation is that you'll be acting with the highest integrity in all our interactions.**

General principles:

- Do your own work
- Avoid collusion
- Do not share these materials with the outside world
- Acknowledge others' ideas and avoid unintentional plagiarism



ymoinres

**Our thoughts, ideas, and words are the cultural currency of science. Do not borrow others' thoughts, ideas, and/or words without explicitly making their origin clear. I encourage you to read the syllabus and UBC policies thoroughly.**

If you are at all in doubt, please come to me first.



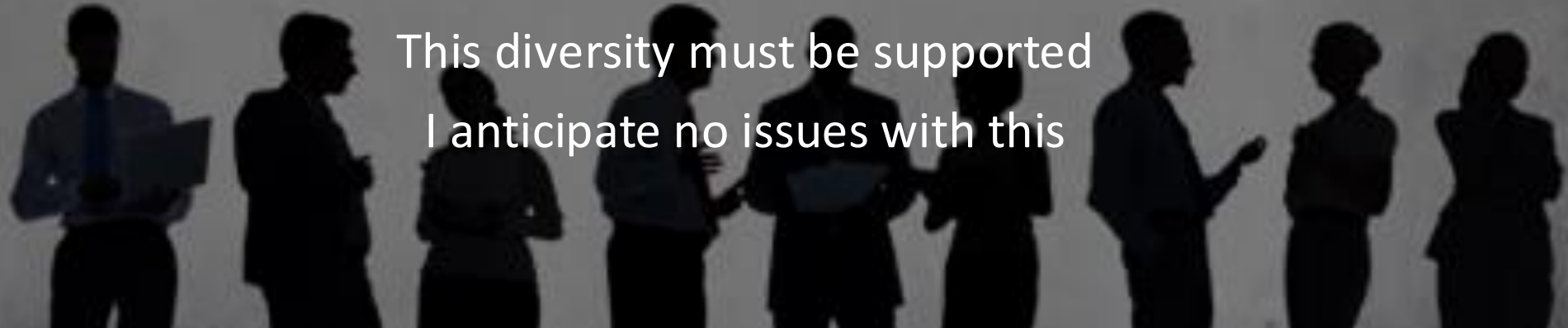
# Inclusivity is great

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We have diverse backgrounds and social identities

This diversity must be supported

I anticipate no issues with this



# How to succeed in the course

1. Recognize that you're brilliant and you can succeed
2. Recognize that being brilliant isn't enough
3. Always attend, always read ahead
4. Make friends, make study groups
5. Ask questions—I love them!
6. Take advantage of office hours (though not for content)
7. Take care of each other, and care about each other's success!
8. Recognize that you may be at different points in your learning than others, and with differing expertise
9. Recognize that sometimes your goals and my goals align, and sometimes they don't



# Psychology

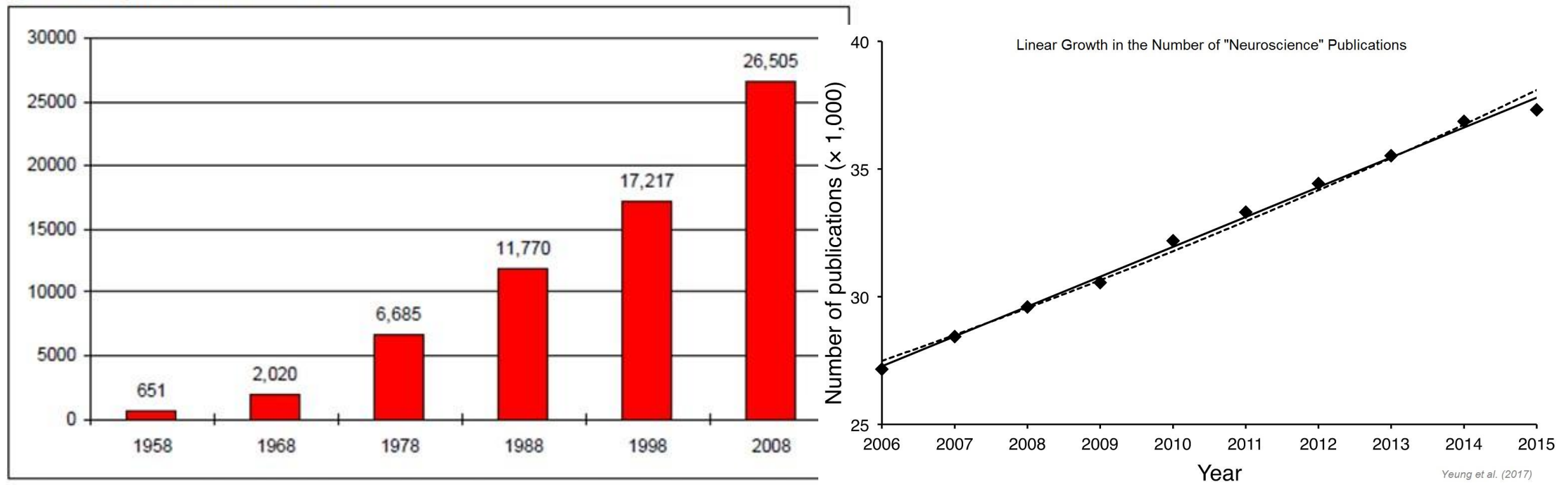
- “Psyche” → *mind*
- “-ology” → *the study of*
- Psychology sounds like “the study of the mind”
- But in many key respects, psychology is the study of human behaviour



# Neuroscience

Neuroscience is the scientific study of the nervous system.

Figure 2. The growth of neuroscience



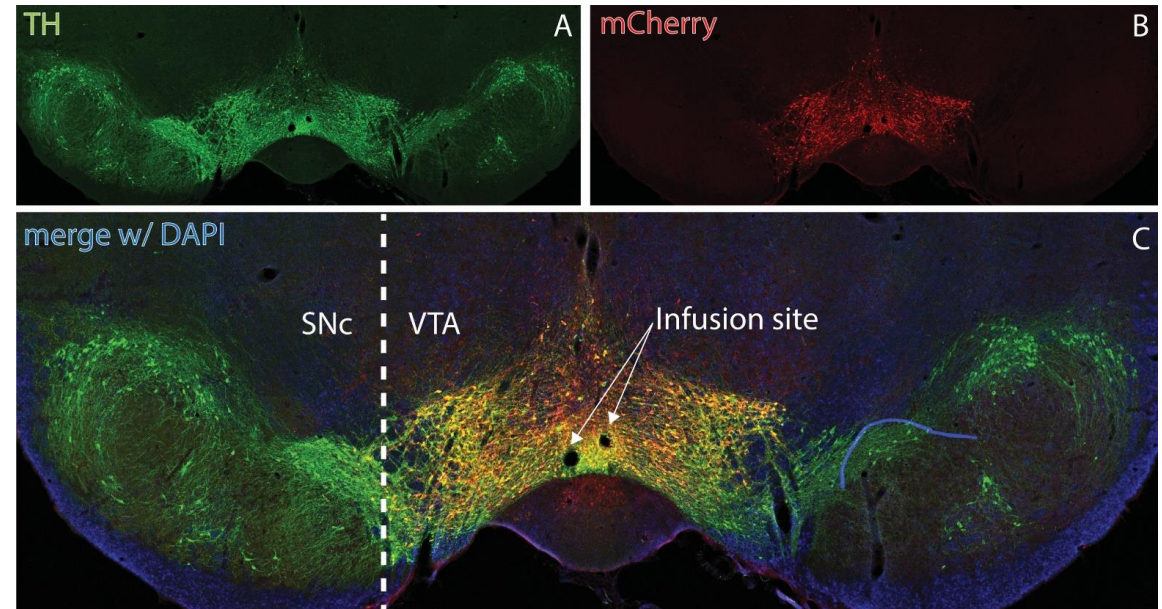
Numbers of papers published annually in the neurosciences 1958 – 2008 (source: Web of Science).

from: <http://blogs.lse.ac.uk/impactofsocialsciences/2014/10/01/investments-in-science-lead-to-bubble-behaviour/>

# Neuroscience

Neuroscience has many subdisciplines, one of which is **behavioural neuroscience**, the study of the relationship between brain and behaviour.

And behavioural neuroscience itself has a number of subdisciplines. It relies on both human and non-human animal work.



(Hynes et al, 2021)

# The role of research in neuroscience

- Research is a fundamental part of neuroscience
- Neuroscience addresses a diverse range of questions, e.g.,
  - What does depression look like in terms of brain structure/function?
  - How does the brain recognize faces?
  - How do we make decisions? Why do our similar brains make different choices?
- **Different research methods are needed to address different neuroscientific questions**

