Research Seminar in Psychology: Sleep  
Fall 2018  
Post Hall 302

Class Time: M, W, F 11:15-12:05  
Office Hours: Mondays 1:15-2:00  
Fridays 8:30-11:00

Professor: Dr. Jodi Mindell  
Phone: 610-660-1806  
Email: jmindell@sj.edu

DESCRIPTION OF COURSE
This seminar will provide students with a unique opportunity to learn about sleep. Although once believed by many to be a passive process, we now know sleep is a highly active process, required for learning, memory, health, and survival. Students will have the opportunity to integrate hands-on experiences with related theoretical readings and interactive discussions on various topics related to sleep. Throughout the semester, there will be an emphasis on the interaction between the biology of sleep, and the psychosocial, ecological, and behavioral aspects of sleep. By the end of the semester, regardless of what or where your research and personal paths take you, you will understand the importance of sleep!

This course is also designed to immerse students in the research process. You will be designing and implementing your own research study on sleep. In addition, you will be evaluating others’ research so that you can become an expert consumer of research.

REQUIRED READINGS
You will be required to read a series of chapters and articles. These will include both review/overview articles and chapters, as well as empirical articles. In addition, you will need to purchase the following book:


OBJECTIVES
Through participation in this course, students will:
- Learn about normal human sleep and its functions
- Gain knowledge of the assessment of sleep
- Recognize the role of intrinsic and extrinsic influences on sleep
- Understand how sleep differs across the lifespan and across cultures
- Acquire basic knowledge about common sleep disorders and interventions to improve sleep
- Develop critical thinking and analytic skills
- Hone research skills by developing and conducting a research study
RESEARCH SEMINAR GOALS

- To provide the student with an in-depth exploration of a particular topic, with an appreciation for the empirical research that has built the knowledge base thus far.
- To explore the empirical research, readings should include primary sources.
- To provide the opportunity for the student to further explore the empirical nature of the knowledge base by designing and implementing an empirical study, which includes the collection, analysis, and interpretation of data.
- To provide experience presenting research in a public forum, within the classroom and at a designated departmental colloquium.

COURSE FORMAT

This course is designed in the tradition of a research seminar, where all students play an active role in learning. The class process will be informal and interactive, attempting to connect the theoretical and scientific topics, as well as to your everyday life.

COURSE REQUIREMENTS

This course is primarily based on interactive learning, with weekly discussions, written exercises, and different observations critical to your learning experience. By the end of the semester, you should be able to thoughtfully integrate the knowledge you have gained with current research and current events, giving you a thorough understanding of sleep, its role in functioning, and the impact it has on your life. There will be a final exam for this course.

Class Participation (10%) – Students are expected to actively participate in class discussion. You are expected to complete the assigned readings prior to class and demonstrate in class that you are thinking about and processing the material.

As part of your class participation grade, student pairs will be assigned to find a current news story that relates to sleep. You need to bring to class the article/coverage, as well as at least one journal article relating to that news event. In addition to presenting the current news, you need to present whether the news is providing correct information as supported by research to date.

Sleep Diary (15%) – You will complete a sleep/wake diary everyday throughout the first month or so of the semester. There will be one written essay (4-5 pages) that comes from your diary data, which will describe/analyze your sleep/wake patterns and will cover issues in class discussions and readings.

Sleep Lab Observation (5%) – You will observe one night at the sleep lab of the Children’s Hospital of Philadelphia (from approximately 7:00 pm to 10:00 pm). You will sign up for dates in class (visiting the sleep lab in pairs). Following your visit, please write a 2-3 page summary/critique of your experience, which are due one week after your observation. You may hand-in your summary as an email attachment.
Research Project (50%) – You are expected to conceptualize and implement an original research project. This process will include reviewing the relevant literature, developing a testable hypothesis, designing and implementing the study, and interpreting the data. Students will work in groups. Each student will be responsible for all aspects of the project, including identifying a topic, selecting measures, analyzing the data, and presenting the results to the class. Class presentations will occur the last week of class, each lasting approximately 15-20 minutes and utilizing PowerPoint.

Individually, each student will be responsible for presenting his/her research in a final APA-format paper (abstract, literature review, statement of hypotheses, method, results, discussion, references, tables, and figures). A first draft of your research paper is due on Monday, November 26th, a second draft on Friday, November 30th, and the final paper is due on Monday, December 10th. Your group will also create a poster (utilizing powerpoint format) to be presented at a department-wide event the last week of the semester (presentation date: Tuesday, December 4th).

Of the 50% that this project is worth, the grading breakdown is:
- Project (15%)
- Paper draft (10%)
- Final paper (15%)
- Poster in powerpoint format (5%)
- Presentation (5%)

Final exam (20%) – There will be a final exam for this course scheduled during final exam week. This exam will be comprehensive, covering the entire semester.

ATTENDANCE POLICY
Since this course is based on interactive learning, your attendance is required. Missing class will affect your participation grade.

TEACHING ASSISTANT
Paulina Syracuse
Email: paulina.syracuse@sju.edu
Office: PO 201
Office hours: Monday 2:00-4:00
Thursday 12:00 – 2:00
Or by appointment
CLASS ETIQUETTE: Be polite and attentive. Cell phones turned off (including vibration) and put away. No texting. No checking email. No looking at Facebook.

ACADEMIC HONESTY
Students who are caught cheating on any assignment or presenting someone else’s work as their own will be reported to the Academic Honesty Board. Be sure to familiarize yourself with the Academic Honesty Policy of Saint Joseph’s University, which can be found in student catalogue and online.

Plagiarism is considered to be a violation of the academic honesty policy. Plagiarism consists of writing anything that is not in your own words (e.g., quoting without citations; having others write an assignment; using someone else’s words). An excellent website on plagiarism:
   sja.ucdavis.edu/files/plagiarism.pdf

If you have any questions about what constitutes plagiarism, check out these resources or come speak to me prior to submitting your work.

STUDENTS WITH DISABILITIES
Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. Students are encouraged to contact Dr. Christine Mecke in the Office of Student Disability Services, Bellarmine, B-10, at cmecke@sju.edu; or at 610.660.1774 for assistance with this issue. The university also provides an appeal/grievance procedure regarding requested or offered reasonable accommodations through Dr. Mecke’s office. More information can be found at: www.sju.edu/sds. All student requests for extended time to take examinations in a distraction free environment, must be discussed with the professor a minimum of one week prior to the scheduled date of the exam.
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<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>RESEARCH PROJECT</th>
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<tbody>
<tr>
<td>Aug 27-29</td>
<td>Introduction to course</td>
<td>Begin sleep diary</td>
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<td>Introduction to scientific study of sleep</td>
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<td>Aug 31</td>
<td>Normal sleep</td>
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<td>Sept 3</td>
<td>Labor Day</td>
<td>Get some sleep!</td>
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<tr>
<td>Sept 5</td>
<td>Conducting a research project/Brainstorming</td>
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<td>Sept 7</td>
<td>Researching study idea</td>
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<td>Sept 10</td>
<td>Measuring sleep</td>
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<td>Sept 12</td>
<td>Proposed research topic and research design</td>
<td>Submit proposed research topic and justification (paragraph describing topic and</td>
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<td>hypotheses) by 5 pm on Sept 11</td>
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<td>Sept 14</td>
<td>Sleep across the life cycle</td>
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<td>Dr. Mary Carskadon</td>
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<td>Sept 17</td>
<td>Finalize research project/IRB proposals</td>
<td>Research question and hypotheses finalized</td>
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<td>Sept 19</td>
<td>IRB proposals (work on draft)</td>
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<td>Sept 21</td>
<td>SPSS database, Sleep data, IRB proposals</td>
<td>IRB draft due</td>
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<td>Sept 24-28</td>
<td>Sleep data</td>
<td>End sleep diary on Sept 24 (Sun)</td>
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<td>Oct 1</td>
<td>IRB proposals (work on draft #2)</td>
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<td>Oct 3</td>
<td>Sona system/Qualtrics surveys</td>
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<td>IRB proposals (work on draft #2)</td>
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<td>Oct 5</td>
<td>Special topic: Cosleeping</td>
<td>PO 305</td>
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<td>Sleep in the News #1</td>
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<td>Oct 8</td>
<td>IRB proposals (work on draft #2)</td>
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| Oct 10 | Circadian rhythms  
    Special topic: Sleep and athletes  
    Sleep in the News #2 |
|       | Final IRB proposal due |
| Oct 12 | High school start times  
    Amy Norr |
|       | Sleep diary paper due 10/12 |
| **Oct 15** | **Fall break: Get some more sleep!** |
| Oct 17-19 | Finalize research project |
| Oct 22 | Basic science: Sleep in animal models  
    Dr. Matthew Nelson and Dr. Jennifer Tudor |
|       | Oct 22: Start data collection! |
| Oct 24 | Special topic: Medical setting and sleepiness  
    Sleep in the News #3 |
| Oct 26 | Drowsy/distracted driving  
    Dr. Mark Rosekind |
| Oct 29 | Pediatric sleep disorders |
| Oct 31 | Narcolepsy |
| Nov 2 | APA style paper  
    Special topic: Daylight savings  
    Sleep in the News #4 and 5 |
| **Nov 5** | **No class** |
| Nov 7 | Sleep and legal issues  
    Deborah Correll |
| Nov 9 | Sleep apnea |
| Nov 12 | Insomnia |
| Nov 14 | SPSS database  
    Sleep in the News #6 and #7 |
<p>|       | End data collection by Nov 14 |
| Nov 16-19 | Data analysis |
| <strong>Nov 21-23</strong> | <strong>Thanksgiving: Eat turkey</strong> |</p>
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Nov 26</td>
<td>Presentation on presentations Posters (using powerpoint)</td>
<td>APA paper draft 1 due 11/26</td>
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<td>Nov 28</td>
<td>RLS and PLMD Sleep in the News #8</td>
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<td>Nov 30</td>
<td>Parasomnias</td>
<td>APA paper draft 2 due 11/30</td>
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<td>Dec 3-10</td>
<td>Research presentations</td>
<td>APA paper due 12/10</td>
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<td>Dec 4 (Tues)</td>
<td>Poster presentations (department event)</td>
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<tr>
<td>Dec 14 (Fri) 1030-12:30</td>
<td>Final exam</td>
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Research Seminar in Psychology: Sleep  
Reading List  
Fall 2018

* Lockley & Foster: Required textbook

**What is sleep (Aug 27-29)**

* Lockley & Foster  Chapter 1 – Sleep through the ages  
  Chapter 4 – The reasons for sleep


**Normal sleep (Aug 31)**

* Lockley & Foster  Chapter 2 – Sleep generation and regulation – a framework


**Measuring sleep (Sept 10)**

**Objective Measurement**


**Subjective Measurement**


**Sleep across the life cycle (Sept 14)**

* Lockley & Foster  Chapter 5 – The seven ages of sleep


**Special topic: Bedsharing (Oct 5)**


**Special topic: Sleep and athletes (Oct 10)**

* Lockley & Foster   Chapter 9 – The 14-hour society


**Special topic: High school start times (Oct 12)**

* Lockley & Foster   Chapter 7 – Sleep and health
* Lockley & Foster   Chapter 8 – Sleep and society


**Special topic: Medical residents/physicians and sleepiness (Oct 24)**


procedures, and informed consent. *New England Journal of Medicine, 363, 2577-2579.*

**Drowsy driving (Oct 26)**

* Lockley & Foster Chapter 8 – Sleep and society


**Pediatric sleep disorders (Oct 29)**


**Narcolepsy (Oct 31)**

* Lockley & Foster Chapter 6 – When sleep suffers


**Special topic: Daylight saving time (Nov 2)**


**Sleep apnea (Nov 7)**

Lockley & Foster Chapter 6 – When sleep suffers


**Insomnia (Nov 9)**

* Lockley & Foster Chapter 6 – When sleep suffers


**Parasomnias (Nov 12)**

* Lockley & Foster Chapter 6 – When sleep suffers


**Restless legs syndrome/periodic limb movement disorder (Nov 28)**

* Lockley & Foster Chapter 6 – When sleep suffers


Sleep and legal issues (Nov 30)

