

PSYC 300 SOA: Sleep Psychology
Spring 2019
Monday/Wednesday 1:20 – 2:35pm

Instructor: Prof. Lauren Philbrook
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Office: Olin Hall 105A
Office Hours: Monday, Tuesday, & Wednesday 3:00-4:00pm or by appointment



Course Description:

Sufficient and good quality sleep is crucial for mental and physical health as well as academic and athletic performance. This course will examine the biological underpinnings of sleep and developmental changes in sleep across the lifespan, from infancy to older adulthood, in addition to providing an introduction to the etiology of sleep disorders. A particular emphasis will be placed on discussing environmental influences on sleep, such as the family system, formal schooling, occupation, and culture. Finally, we will explore ways to improve sleep in a variety of populations via intervention, psychoeducation, and public policy.

Course Objectives: After successfully completing the course, students will be able to:

1. Describe the stages of sleep and explain how and why sleep characteristics and duration change across the lifespan.
2. Diagnose individuals' sleep problems, recommend treatments and sleep hygiene strategies to improve sleep based upon their symptoms, and justify the recommendations made.
3. List the advantages and disadvantages of different methods for measuring sleep quality and quantity.
4. Explain how broader contextual forces such as school, family functioning, occupation, socioeconomic status, and race or ethnicity are associated with sleep.
5. Critically analyze the methods, strengths, and limitations of empirical work regarding how sleep contributes to daily functioning, and discuss how future work could expand on what has been found to-date.
6. Synthesize content and analytic techniques learned in class to write a research proposal concerning how sleep predicts an aspect of daily functioning.

Required Text/Readings:

There are no required texts for this course. All readings are available through course reserves on Moodle. Required readings for each class period are listed in the course schedule. It is expected that students complete the readings prior to class to facilitate class discussion.

Office Hours:

Office hours (either the regular hours at the top of the syllabus or by appointment) are for asking questions about course material or assignments, or to discuss any other academic issues or concerns. Please feel free to come by anytime during the scheduled hours or to email me for a different time! I am looking forward to getting to know everyone.

Course Requirements

Sleep Self-Assessment: To better understand how sleep is measured, you will have the opportunity to wear an actigraph and to complete sleep questionnaires to assess your own sleep. I will review how to interpret the results in class. Then you will write a brief 2-3 page reflection about the duration and quality of your sleep obtained from the actigraph and how the information compares to your self-reported assessment on the questionnaires. Further, you will be asked to discuss different sleep hygiene tips (habits and practices) that can help improve your sleep quality and duration. **The sleep self-assessment is worth 18 points and is due on Moodle by 5:00pm on April 15th.** Further information about the paper will be given in class and made available on Moodle.

Reaction Papers: Throughout the semester, there will be 10 opportunities to write a 1-2 page (double spaced) reaction paper. You are asked to complete 9 of them. In this paper you will discuss your reaction to the assigned readings **for class that day**. You may wish to address aspects of the readings such as how material on that day relates to other topics throughout the semester or to material from other classes you have taken, how the work relates to your own research interests, or issues that you see in the study design or the authors' interpretation of the findings. Reaction papers should assimilate knowledge from more than one reading and should clearly indicate that you have carefully completed and reflected on the course material. They should not be only a summary of the articles. **Papers are each worth 3 points and are due on Moodle by 1:10pm on the day they are assigned.** The intention of these short assignments is to facilitate in-class discussion, and they will be graded based on effort and engagement. Please bring up points from your reaction papers in class!

Exams: There will be a midterm and final exam in this course. The midterm will cover material discussed in class and course readings from January 23rd-February 25th. **The midterm is worth 20 points and is scheduled for our class time on February 27th.** The final will cover material from March 4th-April 29th. Both exams will consist of short answer and essay questions that require you to integrate class and reading material. The final exam will NOT be cumulative. **The final exam is worth 40 points and is scheduled for May 7th from 3:00-5:00pm.**

Final Paper: The final assessment in this course will consist of an 8-10 page research proposal. You will first select a topic of interest that concerns how sleep affects an aspect of daily functioning. The proposal will consist of a literature review, hypotheses, proposed methods for conducting the study, and discussion. The literature review should include at least 10 articles. **A short paragraph outlining your proposed topic and an accompanying annotated reference list should be uploaded to Moodle for approval by 5:00pm on March 27th.** Drawing from your 10 articles, you will then write a research proposal that explains the theoretical mechanisms linking sleep to the topic of interest and summarizes what empirical work to-date has found. Using skills developed in class, you will identify weaknesses in the studies summarized and describe how your study builds upon them. The hypotheses for your proposed study should follow the literature review. In the proposed methods section, please describe the participants to be recruited for the hypothetical study (i.e., age, gender, occupation, race/ethnicity, socioeconomic status) and why they were selected. The sleep patterns that are expected for the participants should be described. Next, the procedure should be explained, with particular emphasis on the type of sleep assessment to be used and why it was selected. Finally, the discussion should identify the new information the study could provide and how the results of the study could be used to help improve individuals' sleep, as well as study limitations and directions for future work. **The final paper is worth 50 points and is due on Moodle by 5:00pm on May 3rd.** Detailed instructions for the paper will be given in class and made available on Moodle.

Discussion Co-Leader: For nine of our classes (noted on the syllabus), the final 25 minutes of class will be reserved for two students to co-lead the class discussion together. Students will select an empirical article related to the topic for that day and email it to me for approval at least 1 week prior to class. Once an article is approved, **the co-leaders will email the article to all course students at least 5 days prior to class.** The discussion co-leaders will then work together to plan the class discussion regarding the article, making sure to

emphasize understanding of study variables, design, procedure, results, and implications, as well as connections to other course material. Students may use any medium they would like to organize the discussion, including class activities, Power Point, small group discussions, etc.- whatever they feel will best engage their classmates and help them to understand the paper. The papers that are selected by discussion co-leaders will be tested on the exams. I will provide an outline one week prior to both the midterm and final exam that indicates what material you are expected to know. Detailed instructions regarding discussion co-leading will be given in class and made available on Moodle. Sign-ups for the discussion co-leading timeslots will take place on January 28th. Discussion co-leading is worth 20 points. Further information about the discussion co-leading will be given in class and made available on Moodle.

Class Attendance & Participation: To facilitate discussions and activities in this small, intensive course, you are expected to attend and participate in all classes and to read the assigned material prior to class. Points for attendance and participation will be recorded on Moodle for each unit of the course.

Grading Breakdown:

Sleep Self-Assessment	9%
Reaction Papers (9 @ 1.5% each)	13.5%
Midterm Exam	10%
Final Paper	25%
Final Exam	20%
Discussion Co-Leader	10%
Class Attendance & Participation	12.5%

Final grades will be determined as follows:

A+ (99-100%)	C+ (78-79%)	F (59% and below)
A (93-98%)	C (73-77%)	
A- (90-92%)	C- (70-72%)	
B+ (88-89%)	D+ (68-69%)	
B (83-87%)	D (63-67%)	
B- (80-82%)	D- (60-62%)	

Course Policies

Syllabus: Every reasonable attempt will be made to follow the outlined course calendar. If changes are determined to be necessary, you will be informed of them in class and the syllabus will be updated accordingly on Moodle.

Paper Formatting: All papers should be typed in 12-point Times New Roman font, double spaced, with 1 inch margins all around. A reference list is only needed for the sleep self-assessment and final paper (not required for reaction papers) and should be in APA format.

Late Assignments: A 1/3rd letter grade reduction (e.g., A to A-) will be instituted for each day a paper is late without an excuse for illness, family emergency, etc. approved by me or a dean.

Class Absences: If you are ill or other unforeseen circumstances arise, please notify me prior to class if possible. Unexcused absences will result in a one-letter grade reduction for class participation for that unit.

Exam Absences: Prior arrangements must be made if your exam date needs to be changed. Being absent on the day of the exam without making prior arrangements will result in a one-letter grade reduction.

Exam Policy: Please be aware that if you use the restroom during an exam, you will be asked to leave your cell phone and all materials you brought to class at your desk. Smart watches must also be put away.

Use of Electronic Devices: As a courtesy to your classmates, please put cell phones away during class. If you choose to take notes on a laptop, please refrain from using the computer to do anything else but take notes (e.g., use the Internet, send email) because it can be very distracting to others. Repeated violation of these policies will result in a reduction of participation points.

Academic Honesty: The Colgate Honor Code applies to all of the work submitted in this class. It is expected that your written work (sleep self-assessment, reaction papers, exams, final paper) will be completed individually. It is particularly important that you are careful to use your own language in your paper and cite your source when you paraphrase information from a text or article. Please do not use direct quotes. If you have any questions about how these guidelines apply to your assignments, please feel free to come talk with me.

Health/Accessibility Resources: Students with disabilities of any kind that may affect their ability to participate fully in the course or to meet all course requirements are encouraged to contact Lynn Waldman (Director of Academic Support and Disability Services) at 315-228-7375. Also, students experiencing mental or physical health challenges that are significantly affecting their academic work or well-being are sincerely encouraged to speak with me or a dean.

The Writing and Speaking Center: All writers and public speakers can benefit from constructive feedback. At the Writing and Speaking Center, a free service for all students, peer writing consultants can help you with a draft's focus, organization, grammar, style, and citations, among other aspects. All meetings are private, and you may visit at any stage of your process, from clarifying your initial ideas to reviewing a final draft or practicing a presentation. See <http://www.colgate.edu/writingcenter> for more information or to schedule an appointment. The center is located in 208 Lathrop Hall. Phone: 315-228-6085.

Course Schedule

Date	Topic	Reading & Assignments	Focus
UNIT 1: The Biology of Sleep			
1/21	Course Orientation & Introduction	Review the syllabus and assignments; acquaint yourself with the readings and the Moodle website	Why learn about sleep?
1/23	Evolution and Need for Sleep	<p>Lockley, S.W. & Foster, R.G. (2012). The reasons for sleep. <i>Sleep: A Very Short Introduction</i> (pp. 40-55).</p> <p>O'Connor, A. (2015, October 15). Do we really need to sleep 7 hours a night? [web log post].</p> <p>Yetish, G., Kaplan, H., Gurven, M., Wood, B., Pontzer, H., Manger, P.R., . . . Siegel, J.M. (2015). Natural sleep and its seasonal variations in three pre-industrial societies. <i>Current Biology</i>, 25, 2862-2868.</p>	What is sleep? Why do humans and animals sleep? How have humans developed the need for sleep?
1/28	Biology of Sleep	<p><i>Reaction Paper 1 Due</i> <i>Select Discussion Co-Leader Day</i></p> <p>Lockley, S.W. & Foster, R.G. (2012). Sleep generation and regulation: A framework. <i>Sleep: A Very Short Introduction</i> (pp. 7-15; 19-20; 23-25)</p> <p>Lewis, P.A. (2013). Building blocks of the brain. <i>The Secret World of Sleep</i> (pp. 23-31).</p> <p>Lewis, P.A. (2013). How the brain controls sleep. <i>The Secret World of Sleep</i> (pp. 35-42).</p>	What parts of the body are functioning when we are sleeping? How do our bodies know it's time to sleep? How does circadian rhythm work?
UNIT 2: Measuring and Improving Sleep			
1/30	Measurement & Sleep Hygiene	<p>Sadeh, A. (2015). Sleep assessment methods [Monograph]. <i>Monographs of the Society for Research in Child Development</i>, 80(1), 33-48.</p> <p>Gradisar, M., & Short, M. A. (2013). Sleep hygiene and environment: Role of technology. In A.R. Wolfson & H.E. Montgomery-Downs (Eds.), <i>The Oxford Handbook of Infant, Child, and Adolescent Sleep and Behavior</i> (pp. 113-126).</p> <p>King, D.L., Gradisar, M., Drummond, A., Lovato, N., Wessel, J., Micic, G., Douglas, P., & Delfabbro, P. (2013). The impact of prolonged violent video-gaming on adolescent sleep: An experimental study. <i>Journal of Sleep Research</i>, 22, 137-143.</p>	How do we measure sleep? What impact do cell phones, computers, and TVs have on sleep? What experimental designs can be used to study these effects?

UNIT 3: Sleep across the Lifespan			
2/4	Infancy and Childhood	<p>MacLean, J.E., Fitzgerald, D.A., & Waters, K.A. (2015). Developmental changes in sleep and breathing across infancy and childhood. <i>Paediatric Respiratory Reviews</i>, 16, 276-284.</p> <p>Mosko, S., Richard, C., McKenna, J., & Drummond, S. (1996). Infant sleep architecture during bedsharing and possible implications for SIDS. <i>Sleep and Pediatrics</i>, 19, 677-684.</p> <p>Volkovich, E., Zion, H.B., Karny, D., Meiri, G., & Tikotzky, L. (2015). Sleep patterns of co-sleeping and solitary sleeping infants and mothers: A longitudinal study. <i>Sleep Medicine</i>, 16, 1305-1312.</p>	How do sleep patterns change across infancy and childhood? What is SIDS? What are the benefits and concerns regarding co-sleeping?
2/6	Infancy and Childhood	<p>Reaction Paper 2 Due</p> <p>Burnham, M.M., Goodlin-Jones, B.L., Gaylor, E.E., & Anders, T.F. (2002). Nighttime sleep-wake patterns and self-soothing from birth to one year of age: A longitudinal intervention study. <i>J Child Psychol Psychiatry</i>, 43, 713-725.</p> <p>Molfese, V.J., Rudasill, K.M., Prokasky, A., Holmes, M., Molfese, D., & Bates, J. (2015). Relations between toddler sleep characteristics, sleep problems, and temperament. <i>Developmental Neuropsychology</i>, 40(3), 138-154.</p> <p>Discussion Leader Day</p>	How can parents encourage the development of healthy sleep patterns? How is sleep related to temperament?
2/11	Adolescence and Emerging Adulthood	<p>Laberge, L., Petit, D., Simard, C., Vitaro, F., Tremblay, R.E., & Montplaisir, J. (2001). Development of sleep patterns in early adolescence. <i>Journal of Sleep Research</i>, 10, 59-67.</p> <p>Woods, H. C. and Scott, H. (2016). #Sleepyteens: social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. <i>Journal of Adolescence</i>, 51, 41-49.</p> <p>Lund, H.G., Reider, B.D., Whiting, A.B., & Prichard, J.R. (2010). Sleep patterns and predictors of disturbed sleep in a large population of college students. <i>Journal of Adolescent Health</i>, 46, 124-132.</p>	In what ways and why do sleep patterns change across the transition from childhood to adolescence? What factors influence sleep for adolescents and college students?

2/13	Middle Adulthood	<p>Lee, K.A., & Gay, C.L. (2004). Sleep in late pregnancy predicts length of labor and type of delivery. <i>American Journal of Obstetrics and Gynecology</i>, 191, 2041-2046.</p> <p>Insana, S.P. & Montgomery-Downs, H.E. (2013). Sleep and sleepiness among first-time postpartum parents: A field and laboratory-based multi-method assessment. <i>Developmental Psychobiology</i>, 55(4), 361-372.</p> <p>Discussion Leader Day</p>	How does sleep shift across middle adulthood? What implications does sleep have for new parents?
2/18	Older Adulthood	<p>Reaction Paper 3 Due</p> <p>Vitiello, M.V. (2006). Sleep in normal aging. <i>Sleep Medicine Clinics</i>, 1, 171-176.</p> <p>Lemola, S., & Richter, D. (2012). The course of subjective sleep quality in middle and old adulthood and its relation to physical health. <i>The Journals of Gerontology</i>, 68(5), 721 –729.</p> <p>Discussion Leader Day</p>	How do biological and environmental influences shape sleep in older adulthood? What are the changes in sleep experienced by aging adults?
UNIT 4: Sleep Disorders			
2/20	Insomnia, Circadian rhythm disorders, narcolepsy	<p>Khan, M. N., Nock, R., & Gooneratne, N. S. (2015). Mobile devices and insomnia: Understanding risks and benefits. <i>Current Sleep Medicine Reports</i>, 1(4), 226-231.</p> <p>Richardson, C.E., Gradisar, M., Short, M.A., & Lang, C. (2016). Can exercise regulate the circadian system of adolescents? Novel implications for the treatment of delayed sleep-wake phase disorder. <i>Sleep Medicine Reviews</i>, 1-8.</p> <p>Maski, K., Steinhart, E., Williams, D., Scammell, T., Flygare, J., McCleary, K., & Glow, M. (2017). Listening to the patient voice in narcolepsy: Diagnostic delay, disease burden, and treatment efficacy. <i>Journal of Clinical Sleep Medicine</i>, 13, 419-425.</p>	What are the symptoms of insomnia, circadian rhythm disorders, narcolepsy, etc.? How are they diagnosed, and what are some available treatments?
2/25	Sleep apnea, parasomnias	<p>Reaction Paper 4 Due</p> <p>Dixon, J.B., Schachter, L.M., O'Brien, P.E., Jones, K., Grima, M., Lambert, G.,...& Naughton, M.T. (2012). Surgical vs. conventional therapy for weight loss treatment of obstructive sleep apnea. <i>JAMA</i>, 308, 1142-1149.</p>	Further discussion of major sleep disorders and access to diagnosis and treatment

		<p>Flemons, W.W., Douglas, N.J., Kuna, S.T., Rodenstein, D.O., & Wheatley, J. (2004). Access to diagnosis and treatment of patients with suspected sleep apnea. <i>Am J Respir Crit Care Med</i>, 169, 668-672.</p> <p>Galbiati, A., Rinaldi, F., Giora, E., Ferini-Strambi, L., & Marelli, S. (2015). Behavioural and cognitive-behavioural treatments of parasomnias. <i>Behavioural Neurology</i>, 2015.</p>	
2/27		Midterm Exam	
UNIT 5: Sleep and Health			
3/4	Mental Health	<p>Danielsson, N.S., Harvey, A.G., Macdonald, S., Jansson-Fröjmark, M., & Linton, S.J. (2013). Sleep disturbance and depressive symptoms in adolescence: the role of catastrophic worry. <i>J Youth Adolesc</i>, 42, 1223–1233.</p> <p>Gruber, R., Sadeh, A., & Raviv, A. (2000). Instability of sleep patterns in children with attention-deficit/hyperactivity disorder. <i>J Am Acad Child Adolesc Psychiatry</i>, 39, 495-501.</p> <p>Corkum, P., Panton, R., Ironside, S., MacPherson, M., & Williams, T. (2008). Acute impact of immediate release methylphenidate administered three times a day on sleep in children with attention-deficit/hyperactivity disorder. <i>Journal of Pediatric Psychology</i>, 33, 368-379.</p>	How are sleep problems associated with emotional health? What is the link between ADHD symptoms and sleep problems? What impact do ADHD medications have on sleep?
3/6	Physical Health	<p>Reaction Paper 5 Due</p> <p>Spiegel, K., Tasali, E., Penev, P., & Van Cauter, E. (2004). Brief communication: Sleep curtailment in healthy young men is associated with decreased leptin levels, elevated ghrelin levels, and increased hunger and appetite. <i>Annals of Internal Medicine</i>, 141, 846-850.</p> <p>Orzech, K.M., Acebo, C., Seifer, R., Barker, D., & Carskadon, M.A. (2013). Sleep patterns are associated with common illnesses in adolescents. <i>Journal of Sleep Research</i>, 23(2), 133-142.</p> <p>Prather, A.A., Janicki-Deverts, D., Hall, M.H., & Cohen, S. (2015). Behaviorally assessed sleep and susceptibility to the common cold. <i>Sleep</i>, 38, 1353-1359.</p>	What are some of the mechanisms underlying the link between sleep and weight gain? How does insufficient sleep contribute to getting sick? What are some methods that can be used to study this association?
SPRING BREAK			

3/18	Athletic Performance	<p>Mah, C.D., Mah, K.E., Kezirian, E.J., & Dement, W.C. (2011). The effects of sleep extension on the athletic performance of collegiate basketball players. <i>Sleep</i>, 34, 943-950.</p> <p>Smith, R.S., Guilleminault, C., & Efron, B. (1997). Circadian rhythms and enhanced athletic performance in the National Football League. <i>Sleep</i>, 20, 362-365.</p> <p>Discussion Leader Day</p>	How do sleep and circadian patterning affect performance in sports?
UNIT 6: Sleep and Cognition			
3/20	Cognitive Performance	<p>Distribute actigraphs and sleep questionnaires</p> <p>Lo, J.C., Ong, J.L., Leong, R.L., Gooley, J.J., & Chee, M.W. (2016). Cognitive performance, sleepiness, and mood in partially sleep deprived adolescents: The need for sleep study. <i>Sleep</i>, 39(3), 687-698.</p> <p>Ritter, S.M., Strick, M., Bos, M.W., van Baaren, R.B., & Dijksterhuis, A.P. (2012). Good morning creativity: Task reactivation during sleep enhances beneficial effect of sleep on creative performance. <i>Journal of Sleep Research</i>, 21, 643-647.</p>	How does sleep impact cognitive performance? What are the implications of poor sleep for students?
3/25	Memory & Science of Dreaming	<p>Reaction Paper 6 Due</p> <p>Lahl, O., Wispel, C., Willigens, B., & Pietrowsky, R. (2008). An ultra short episode of sleep is sufficient to promote declarative memory performance. <i>Journal of Sleep Research</i>, 17, 3-10.</p> <p>Wamsley, E.J., Tucker, M., Payne, J.D., Benavides, J., & Stickgold, R. (2010). Dreaming of a learning task is associated with enhanced sleep-dependent memory consolidation. <i>Current Biology</i>, 20, 850-855.</p> <p>Discussion Leader Day</p>	How does sleep enhance memory? What is the purpose of dreaming? How are dreams connected to memory?
UNIT 7: Sleep in Context			
3/27	Family	<p>Paper Topic & Annotated Reference List Due by 5:00pm on Moodle</p> <p>Kelly, R.J., & El-Sheikh, M. (2013). Longitudinal relations between marital aggression and children's sleep: The role of emotional insecurity. <i>Journal of Family Psychology</i>, 27(2), 282-292.</p>	How do the quality of relationships between family members influence their sleep?

		Bilodeau, F., Brendgen, M., Vitaro, F., Côté, S. M., Tremblay, R. E., Touchette, E., ... & Boivin, M. (2018). Longitudinal associations between peer victimization and sleep problems in preschoolers: the moderating role of parenting. <i>Journal of Clinical Child & Adolescent Psychology</i> , 1-14.	
4/1	Couple	<p>Reaction Paper 7 Due</p> <p>Selcuk, E., Stanton, S.C.E., Slatcher, R.B., & Ong, A.D. (2017). Perceived partner responsiveness predicts better sleep quality through lower anxiety. <i>Social Psychological and Personality Science</i>, 8(1), 83-92.</p> <p>Pigeon, W.R., Cerulli, C., Richards, H., He, H., Perlis, M., & Caine, C. (2011). Sleep disturbances and their associations with mental health among women exposed to intimate partner violence. <i>Journal of Women's Health</i>, 20, 1923-1929.</p> <p>Discussion Leader Day</p>	How do partners influence the quality of one another's sleep?
4/3	Neighborhood	<p>Bagley, E.J., Kelly, R.J., Buckhalt, J.A., & El-Sheikh, M. (2015). What keeps low-SES children from sleeping well: The role of pre-sleep worries and sleep environment. <i>Sleep Medicine</i>, 16, 496-502.</p> <p>Kliewer, W. & Lepore, S.J. (2015). Exposure to violence, social cognitive processing, and sleep problems in urban adolescents. <i>Journal of Youth and Adolescence</i>, 44(2), 507-517.</p>	How is sleep impacted by adverse contexts such as poverty and community violence?
4/8	Race	<p>Sleep Results Discussion: Bring your completed questionnaires to class</p> <p>Hicken, M.T., Lee, H., Ailshire, J., Burgard, S.A., & Williams, D.R. (2013). "Every shut eye, ain't sleep": The role of racism-related vigilance in racial/ethnic disparities in sleep difficulty. <i>Race Soc Probl</i>, 5, 100-112.</p> <p>Tomfohr, L., Pung, M.A., Edwards, K.M, & Dimsdale, J.E. (2012). Racial differences in sleep architecture: The role of ethnic discrimination. <i>Biological Psychology</i>, 89(1), 34-38.</p>	How do experiences of racism and discrimination disrupt sleep?
4/10	Culture	<p>Reaction Paper 8 Due</p> <p>Jenni, O.G. & O'Connor, B.B. (2005). Children's sleep: An interplay between culture and biology. <i>Pediatrics</i>, 115(1), 204-216.</p>	How does culture shape sleep behavior and practices across the world?

		LeBourgeois, M. K., Giannotti, F., Cortesi, F., Wolfson, A. R., & Harsh, J. (2005). The relationship between reported sleep quality and sleep hygiene in Italian and American adolescents. <i>Pediatrics</i> , 115(Supplement 1), 257-265.	
		Discussion Leader Day	
4/15		NO CLASS: Sleep Self-Assessment Due by 5:00pm on Moodle	
UNIT 8: Sleep and Society			
4/17	Interventions	<p>Kushnir, J., & Sadeh, A. (2012). Assessment of brief interventions for nighttime fears in preschool children. <i>European Journal of Pediatrics</i>, 171(1), 67-75.</p> <p>Papadopoulos, N., Sciberras, E., Hiscock, H., Mulraney, M., McGillivray, J., & Rinehart, N. (2015). The efficacy of a brief behavioral sleep intervention in school-aged children with ADHD and comorbid autism spectrum disorder. <i>Journal of Attention Disorders</i>, 1-10.</p> <p>Brown, F. C., Buboltz Jr, W. C., & Soper, B. (2006). Development and evaluation of the Sleep Treatment and Education Program for Students (STEPS). <i>Journal of American College Health</i>, 54(4), 231-237.</p>	How can we help improve sleep for children and adults? What factors must be considered when designing a sleep intervention?
4/22	Interventions	<p>Reaction Paper 9 Due</p> <p>Ritterband, L.M., Thorndike, F.P., Gonder-Frederick, L.A., Magee, J.C., Bailey, E.T., Saylor, D.K., & Morin, C.M. (2009). Efficacy of an internet-based behavioral intervention for adults with insomnia. <i>Arch Gen Psychiatry</i>, 66, 692-698.</p> <p>Irwin, M. R., Olmstead, R., & Motivala, S. J. (2008). Improving sleep quality in older adults with moderate sleep complaints: A randomized controlled trial of Tai Chi Chih. <i>Sleep</i>, 31(7), 1001-1008.</p> <p>Discussion Leader Day</p>	Continued discussion of sleep interventions for adults
4/24	Public Health	Philip, P., Sagaspe, P., Moore, N., Taillard, J., Charles, A., Guilleminault, C., & Bioulac, B. (2005). Fatigue, sleep restriction and driving performance. <i>Accident analysis and prevention</i> , 27, 473-478.	How are driving and work performance affected by sleep deprivation? What is the relationship between chronotype

		<p>Juda, M., Vetter, C., & Roenneberg, T. (2013). Chronotype modulates sleep duration, sleep quality, and social jet lag in shift workers. <i>Journal of Biological Rhythms</i>, 28, 141-151.</p> <p>Discussion Leader Day</p>	<p>and "social" jet lag? What societal and policy changes can be made to mitigate these risks?</p>
4/29	Public Health	<p>Reaction Paper 10 Due</p> <p>Boergers, J., Gable, C. J., & Owens, J. A. (2014). Later school start time is associated with improved sleep and daytime functioning in adolescents. <i>Journal of Developmental & Behavioral Pediatrics</i>, 35(1), 11-17.</p> <p>Keller, P.S., Smith, O.A., Gilbert, L.R., Bi, S., Haak, E.A., & Buckhalt, J.A. (2015). Earlier school start times as a risk factor for poor school performance: An examination of public elementary schools in the commonwealth of Kentucky. <i>Journal of Educational Psychology</i>, 5, 236-245.</p>	<p>What factors must be considered when deciding on high school start times? How do researchers go about empirically testing the benefits of shifting start times?</p>
5/1		<p>Class Wrap-Up & Party</p> <p>Final Paper Due by 5:00pm on May 3rd on Moodle</p>	
5/7		<p>Final Exam</p>	