

PSYC 427 PSYCHOBIOLOGY OF SLEEP Fall 2018
Tuesday/Thursday 11:30-12:45 Life Sciences Building G23

Instructor: Prof. Montgomery-Downs

Office: Life Sciences Building 2218

Office Hours: Thurs 10:00–11:00 a.m. (or by appointment) **Phone:** 304-293-1761

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	TUESDAY		THURSDAY	
	Meeting Topic	Book Guide	Meeting Topic	Book Guide
AUG			16 Course Introduction	
	21 States of Consciousness		23 Empirical Sources Workshop by Ms. Alyssa Wright: <i>Downtown Library, Room 104</i>	
	28 The Sleep Cycle	Ch 1 & Appendix	30 Circadian Rhythmicity	Ch 2
SEPT	4 Circadian Rhythm Disorders <i>12:15 patient guest speaker</i>	Ch 3	6 Physiology Service Project Plan Due	Ch 4
	11 Physiology, cont.	Ch 5	13 Development	Ch 6
	18 Development, cont.	Ch 7	20 Exam 1	
	25 Sleepiness & Sleep Deprivation	Ch 8	27 Respiratory Disorders	Ch 9
OCT	2 Parasomnias & Movement Disorders	Ch 10	4 Insomnia	Ch 11
	9 <i>No class meeting - drop-in Service Project mentoring with Sophie</i>		11 <i>No class meeting - drop-in Service Project mentoring with Sophie</i>	
	16 Pediatric Disorders	Ch 12	18 Narcolepsy <i>12:15 patient guest speaker</i>	Ch 13
	23 Cognition & Memory / Dreaming	Ch 14	25 Pharmacology	Ch 15
	30 Sleep as a Profession	Ch 16 & Conclusion	1 Exam 2	
NOV	6 <i>Election Day</i>		8 Service Project Presentations	
	13 Service Project Presentations		15 Service Project Presentations	
	20 <i>Thanksgiving Break</i>		22 <i>Thanksgiving Break</i>	
	27 Service Project Presentations		29 Service Project Presentations	
DEC	4 Service Project Presentations		6 Service Project Presentations	

COURSE DESCRIPTION AND LEARNING OUTCOMES

This 3-credit course fulfills a Psychology A/B cluster requirement and is open to Psychology Minors. The first third will be devoted to sleep and circadian basics, including physiology, development and unique populations. The second third will focus on poor / disordered sleep and its consequences. The final third will be presentations and peer evaluations of: students' Service Projects.

After taking this course, you should be able to: 1/ Describe sleep architecture, systems, development, circadian rhythmicity and special populations; 2/ Explain the benefits of sleep and consequences of poor / disordered sleep; 3/ Evaluate the credibility of sleep information using empirical support; and 4/ Apply your knowledge using a service-based approach.

REQUIRED READINGS

Why We Sleep: Unlocking the Power of Sleep and Dreams by Matthew Walker, PhD (2017) Simon & Schuster: New York. Available from WVU bookstore (~\$20-\$27), Amazon (paperback/Kindle ~\$14) and Barnes&Noble (paperback ~\$15 / Nook ~\$13).

Extensive readings of the primary literature for your Service Project.

PEER FEEDBACK

Feedback sheets completed in class during Service Project presentations.

EMPIRICAL SUPPORT

Empirical support is essential to your Service Project. This means *primary source* information *published in peer-reviewed, scientific journals*. Secondary sources (e.g. professional websites) may be acceptable for getting started or finding primary sources but should not be considered authoritative. To demystify this, Ms. Alyssa Wright, Associate University Librarian and Liaison to Psychology will conduct a workshop on best practices in finding and using empirical support. Please consider Ms. Wright a valuable resource for this course – she is available at Alyssa.Wright@mail.wvu.edu.

EXAMS

I would prefer to base your course grade on an informal conversation about the course topics, so I structure exams to fulfill this ideal to the extent possible. I hope the process of taking these exams will be both interesting and informative. Come to our exams prepared to share what you have learned with me. I will ask you to think both critically and creatively, so be sure to sleep well in preparation! There will be no final exam.

GRADING

Exams 200 points (100 each)
Service Project 200 points*
Peer Feedback 25 points
*Weighted 70% instructor, 30% peer evaluation
Grades will not be curved. No extra credit is available.

Final Course grades will be based on:

A = ≥ 383 points	(90%)
B = 340–382 points	(80%)
C = 298–339 points	(70%)
D = 255–297 points	(60%)
F = < 297 points	(<60%)

SERVICE PROJECT

- This is your opportunity to share what you learn in our course (something most students do anyway!) You may do *almost* anything to raise individual, group, or public awareness about the importance of sleep. There are MANY opportunities – and many who need this information.
- I encourage you to get started immediately and dedicate time to this project throughout the semester. Your effort, care, and creativity will be apparent in your presentation.
- See me before/after class, during office hours, or by email with ideas or questions – particularly if you’re having trouble getting started (and don’t worry: students who have trouble initially often end up with amazing projects!)
- **Sign up for a 15-minute Service Project Presentation day/time:**
<https://docs.google.com/spreadsheets/d/172Q8zsIvI0y6EEO3I4rXd6Ge7huvEiKi5wbeAMOCaWY/edit?usp=sharing>

Service Project Points Range Guide				
	0	25–39	30–34	35–40
Creativity	No evidence of creativity	Little creativity evident	Creativity evident	High level of creativity evident
Impact	No impact	Inadequate impact	Adequate impact	Significant impact
Use of materials	No materials used	Inadequate use of materials	Adequate use of materials	Superior use of materials
Empirical support	No empirical support	Insufficient and/or poor quality empirical support	Sufficient, quality empirical support	Sufficient, high-quality, recent empirical support
Presentation quality	Did not present	Unable to understand	Adequate presentation	High quality presentation

OTHER POLICIES

Attendance

Consistent with WVU guidelines, students absent from regularly scheduled examinations because of authorized University activities will have a makeup opportunity. Aside from exams and your presentation, attendance is not mandatory. However, missing either lectures or readings will deprive you of important information. Attending your peers’ Service Project presentations is professionally courteous, will contribute to your learning, and will allow you to provide required peer review.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. I will enforce rigorous standards of academic integrity in all aspects of this course. For the detailed definitions and policies regarding academic dishonesty, please see the WVU Academic Catalog. If you have any questions about any activity that may be interpreted as academic dishonesty, please see me.

Adverse Weather

In the event of inclement or threatening weather, use your best judgment regarding travel. Safety should be the main concern. If you cannot get to an exam or your presentation due to adverse weather, contact me as soon as possible. If I am unable to travel, I will notify you of cancellation or change as soon as possible via your WVU email.

Inclusivity

The WVU community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you have a disability and anticipate needing any type of accommodation in order to participate in our class, please let me know. You can make arrangements with the Office of Accessibility Services but I do not need official paperwork to arrange the best learning and assessment environment possible.