

PSY 4963 (Section 01): Psychology of Sleep

Course Time and Place: TR, 11:00 AM – 12:15 PM, CULB 125

Professor: Alexandria M. Reynolds, Ph.D.

Office: Smiddy Hall, Rm 153

Email: AMR6T@uvawise.edu (best way to reach me)

Office Hours: Mondays 1:00-3:00 PM; Wednesdays 10:00 – 11:30 AM and 1:00-4:00 PM; Thursdays 9:00 – 10:30 AM. Contact me anytime **by email** with questions/comments, or to schedule an appointment outside of listed office hours.

Course Description: Welcome to the Psychology of Sleep. We will cover topics including the neurological processes of sleep, dreaming, and consciousness, as well as sleep disorders such as narcolepsy, insomnia, and hypersomnia. This class is designed to be interactive, with lectures and activities designed to give you a unique learning experience. Not only will you learn about sleep in general, you will also gain insight into your own sleeping patterns. Additionally, this is a writing intensive course. Being able to write and talk about the topics in sleep science are imperative to sleep education learning and outreach.

Learning Objectives: By the end of this course, students should:

1. *Acquire knowledge* of the basic neurophysiology of human and non-human sleep and sleep-wake mechanisms.
2. *Gain an appreciation* about sleep disorders, their clinical presentation, underlying causes, and possible therapies.
3. *Demonstrate comprehension* of sleep methodology by writing weekly journal article summaries.
4. *Demonstrate proficiency* in communicating about sleep science by writing a literature review on a sleep science topic.
5. *Interpret and integrate* your learning in relation to your own sleep habits.
6. Use your expertise and *apply your knowledge* by designing a sleep outreach project to promote sleep health.

Suggested Textbook: Title – *The Stanford Sleep Book*; Author – William C. Dement
ISBN-10: 1495119467; ISBN-13: 978-1495119460. There are no *required* textbooks, but there will be required readings of articles and viewing of videos prior to class (provided on Moodle).

Disabilities: All students with disabilities requiring accommodations should present the appropriate paperwork from the ADA Coordinator (Faculty Accommodation Notice). It is the student's responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations. Accommodations for test-taking (e.g. extended time) should be arranged at least 3 class days before an exam. If you are not registered with the Disability Services, please do so as soon as possible by contacting the ADA Coordinator (Zehmer Hall, Office 152, 328-0265).

Attendance Policy: I will take attendance each class. If you come in after I have taken attendance, it is your responsibility to see me after class or your tardy may be counted as an unexcused absence; excessive lateness will be marked as “absent.” As in accordance with the College catalogue, “Each student is expected to attend all the classes...” **If you leave before I have dismissed the class**, it will be counted as an unexcused absence, unless I accept your reason for leaving as valid. *If you sleep in class, you will be marked as absent (unexcused). You may also be asked to leave the class.*

After 3 unexcused absences, you will **lose 2 points** for every subsequent unexcused absence. You personally must submit all excuses for absences me by email *within one week* of your return to class. Failure to sign the attendance sheet and/or failure to submit a timely excuse will automatically be considered unexcused. Athletes: I do not accept an excuse *from your coach*, but only from you.

You are responsible for completing any work or assigned material. I generally will not allow you to make up quizzes/tests. Make-ups for exams are only allowed with a valid excuse (provided within one week of the exam). If at all possible, notification should be given prior to the exam/quiz. *All make-ups must be scheduled within 3 business days of the date of the missed exam.*

Classroom Policies:

- **Plagiarism** is prohibited and a violation of the honor code. Your writing assignments and homework must be entirely your own work. Evidence of plagiarism may be submitted for honor’s violations. Plagiarism includes taking any material word-for-word or in paraphrased form, from another source (e.g. another student, published material, or the internet) without appropriately citing the source. It also includes taking another person’s ideas and claiming them as your own.
- **Academic Cheating** is unacceptable conduct and a violation of the honors code. This includes any form of cheating on exams or allowing others to copy your answers. Academic cheating will result in a grade of zero for the assignment, and possibly a **grade of “F” for the class**.
- **Disorderly conduct** that inhibits or interferes with the educational responsibility of the University’s social-educational activities is not allowed.
- **Tobacco use** (including chewing tobacco) is prohibited.
- **Cell phone use:** *Please do not excessively use your cell phone during class.* It is disruptive for students to text or participate in other activities during class time. The exception: cell phone use is prohibited during exams and quizzes. **You will receive a grade of “zero”** on the exam/quiz if your phone rings or if you use it during the exam/quiz.

Course structure and grading policy:

2 Exams x 10 points each =	20 points
Literature Review Paper =	+ 20 points
Outreach Project and Presentation =	+ 20 points
10 Weekly Article Reviews x 1 point each =	+ 10 points
2 Quizzes x 5 points each =	+ 10 points
Sleep Assessment Paper =	+ 10 points
Sleep Hygiene Application Paper =	+ 5 points
2 Sleep Log x 2.5 points each =	+ 5 points
Total points possible=	100 points

Grade Standards

A = 90 or above; B = 80-89.9 (87-89.9 = B+); C = 70-79.9 (77-79.9 = C+); D = 60-69.9 (67-69.9 = D+); F = under 60

Exams and Quizzes: There will be two exams this semester (including the final exam). The final exam *will not be cumulative*. Exams will consist of multiple choice and short answer questions. There will be two online quizzes, constructed in the same manner as the exams.

Weekly Article Reviews: You will be provided with journal article readings for each major topic in this course (roughly each week). There will be a total of 10 major topics, where there are several articles provided for you to review each week. Even though you will be supplied with multiple articles per week, you are only required to pick ***ONE*** article to review each week. You will write a minimum of 400 words, explaining/describing the contents of the article (no copying), the merits of the study/review, the cons/faults of the work, and the implications of that information (for example, if it is a public health concern and what that information would do to help the general public). You should always write in APA format. All work that you submit for these activities is expected to be original and your own, without plagiarism.

Literature Review Paper: You will pick a topic that is related to sleep and write an APA formatted literature review paper. You will be required to have at least five journal articles (NOT including any articles provided as part of the reading). You may include supplied articles and write about them in your paper, but they should not be included in the five that you originally turn in for your topic. You will be provided a rubric and more information on this literature review. You will be required to peer review one paper, which will be chosen by the professor. See the schedule below for all due dates. All work that you submit for these activities is expected to be original and your own, without plagiarism.

Outreach Project and Presentation: Educating the public is a very large part of sleep science. You will complete a sleep outreach project as a group. Your idea **MUST** be approved by the deadline (see schedule below) in order for you to get credit for your project. You will also present your project, as a group, during the last week of classes. Examples of projects include writing and illustrating a children's book about sleep, putting together an education-level appropriate presentation for individuals at an assisted-living community, maintaining a blog the entire semester about sleep education, etc. You may receive extra credit points for outreaching to the local community (for example: reading your children's book to a local elementary school class). See "Extra Credit" section for more information.

Sleep Log, Assessment Paper, and Application Paper: The *sleep log activity* will provide more insight into your own sleep patterns. Students will maintain a log of sleep patterns from 2/7/2017 – 2/14/2017 with the log sheets provided, and turn in the log on 2/14/2017. We will review sleep logs and patterns during class, as well as walk through how to assess your sleep using sleep questionnaires. The first paper (*Sleep Assessment*) will be an APA formatted paper, which will describe your own sleep patterns, observations, as well as a plan to improve your sleep habits based on what you have learned in the course thus far. You will include your sleep questionnaire scores in this paper. During the next few weeks, you will pick one week to repeat your sleep log. During this week, you will actually implement the changes that you proposed in

your original Assessment Paper. The description of this process and the results will be described in your *Sleep Hygiene Application Paper*. You will retake the questionnaires after you have finished the week and see if there were any improvements in your sleep patterns and results. The second sleep log must be turned in with this paper in order to receive credit. Templates will be provided for these papers. See the schedule below for all due dates. All work that you submit for these activities is expected to be original and your own, without plagiarism.

Extra Credit: Several extra credit opportunities will be available and announced in class. Examples of extra credit opportunities include participation in experiments (generally 1 extra credit point per hour) and short additional assignments (e.g. “pop quizzes”) randomly distributed throughout the semester. Additionally, you will have an excellent opportunity for 5 points of extra credit if you implement your outreach project. You **MUST** have this implementation completed at least 3 weeks prior to the end of the semester (April 7th, 2017) for *extra credit*.

E-mail etiquette: You are *always* encouraged to contact me via e-mail with any questions or concerns that you may have. Please see the following important information about email:

- Please send emails from your UVa-Wise account only
- Check the syllabus/Moodle page to make sure the answer is not already there
- Please use appropriate etiquette (begin with greeting, end with appropriate signature) and provide enough information to help me help you (tell me your full name, the course name, and what section you are in)
- Please reread your email before sending to make sure that it makes sense and does not have any spelling/grammar errors
- Monday through Friday, I will be responding to student emails within approximately 24 hours. However, it will take me longer on the weekends to respond, so please be sure to contact me with enough time to get a response before your assignment is due. **If you wait until the last minute to complete your work, you will likely not get a response from me in time to solve your issue.**
- All e-mail from Moodle and my emails go to your UVa-Wise account (unless you have set it up otherwise); therefore, *you are responsible for checking your UVa-Wise email account regularly.*

Sexual Misconduct/Harassment Statement: The University of Virginia's College at Wise strives to provide a working and educational environment for all faculty, staff and students that is free from sexual misconduct/harassment. Sexual harassment, sexual assault and other acts of sexual misconduct are forms of sex discrimination prohibited by Title IX. The College reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the college community. To view the UVa-Wise's Sexual Misconduct/Harassment policy, please visit: <http://www.uvawise.edu/compliance/TitleIX>. If you have questions or concerns, please immediately contact your Title IX Coordinator, Tabitha Smith, (Office: 276-328-0131, Cell: 276-870-5065, tabitha.smith@uvawise.edu). The office is located on the first floor of Cantrell Hall.

Please note that I am considered a Title IX Responsible Employee, which means that if you disclose any relevant experiences (e.g., sexual harassment or sexual assault) that occurred to you or someone else on campus, I am legally obligated to report them to our Title IX coordinator.

If you are experiencing trouble in the course: See me immediately! If you perform poorly on the first test, *please* take the initiative to come in and talk to me about how to make things better. Do not be embarrassed – I am here to help you.

Important Note about Writing: This is a writing intensive course. As part of our *Wise Writes* plan that was implemented as part of our SACS accreditation, faculty at UVa-Wise acknowledge that we should expand on our writing practices in order to build strong, confident writers. You will be provided with templates and rubrics for your writing assignments so that you fully understand the expectations for each assignment. Dissemination of knowledge in the sciences requires individuals to be able to proficiently speak and write about science. This is especially true and important in the sleep sciences, as so much of our job is to educate the public on proper sleep practices, sleep disorders, and results of our continuous research in the field. Upon completion of this course, students are expected to:

- Practice and demonstrate critical reading skills by writing about the connections between journal articles and public health implications
- Implement pre-writing, multiple drafts, and peer review and editing in order to understand the important of writing as a process
- Find and evaluate valid, diverse, recent, and relevant academic research in online formats and learn how to effectively use that research to meet writing goals
- Practice accurately summarizing, paraphrasing, and quoting research abilities to avoid plagiarism
- Develop a college writing standard that coincides with APA formatting and guidelines by writing a research literature review paper with all the required elements
- Gain confidence in writing ability and literal voice

Note about previous Special Topics Courses: You may have taken a similar special topics or research course in the past. Please note that “double-dipping” (using work from previous courses) is considered a form of self-plagiarism and will be reported as an honor code violation. All work for this course must be unique and completed independently.

Date	Topic	Activities & Due Dates	Reading(s)
1/10 – 1/12	Introduction to Course, Introduction to Sleep	<i>Sleep Knowledge Assessment</i>	
1/17	History of Sleep Science		
1/19 – 1/24	Evolution of Sleep – Animals and Humans		Ekirch (2001), p367-86 Hobson (1967) Stafne (2004)
1/26 – 1/31	The Sleeping Brain		Foster (2015)
2/2	Sleep Cycles		
2/7	Measurement of Sleep	QUIZ 1: due 2/7 <i>Begin Sleep Log (2/7 night)</i>	(see below)
2/9 – 2/14	Measurement of Sleep Cont.	Turn in Sleep Log (2/14) <i>Complete Sleep Questionnaires</i> <i>Score Questionnaires</i>	Buysse (1988) Johns (1991) Silva (2007)
2/16	Visit Library for Resources (no class)	<i>View online writing lecture (APA guidelines)</i>	
2/21 – 2/23	Circadian Rhythms	Lit Review topic due 2/21	Burkhart (2009) van der Lely (2015) Winter (2009) Wright (2013)
2/28 – 3/2	SPRING BREAK	<i>No Classes</i>	
3/7	Sleep Hygiene	Outreach project topic due 3/7	Buysse (2014) Brown (2002) Irish (2015)
3/9	Exam 1 (Midterm Exam)		1/12 – 2/23 material
3/14 – 3/16	Sleep and Aging	Sleep Assessment Paper due 3/14 Five (Lit Review) Paper sources due 3/14	Graef (2014) Hirshkowitz (2015) Osario (2015) Siverstein (2004)
3/21 – 3/23	Sleep Regulation: Sleep Loss, Debt, and Deprivation		Banks (2007) Cai (2015) Hale (2005)
3/28 – 3/30	Consciousness and Dreaming		Northoff (2015) Weisz (1970)
4/4 – 4/6	Sleep & Disease	QUIZ 2: due 4/4 First draft lit review due for peer review 4/4	Bliwise (1993) Kuo (2014) Qureshi (1997) Wolf (2006)
4/11 – 4/20	Sleep Disorders and Treatments	Peer review due 4/18	Engstrom (2009) Osorio (2015) Taylor (2005)
4/25 – 4/27	Outreach Project Presentations	Outreach Project due 4/25 Sleep Hyg. App. Paper due 4/28 Sleep Knowledge Assessment	
5/2	Final Exam: 2:00-4:30 PM	Final Lit Review Paper due 5/2	3/7 – 4/20 material

****Note: This is a tentative schedule. Dates are subject to change with notice****