

**Psychology 360*:
The Psychology of Sleep
Winter Term 2020**

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- Lectures:** Time: Wednesday, 11:30 - 13:00
Room: Goodwin Hall, Room 254
- Labs:** **A:** Friday, 13:00 - 14:30
B: Friday, 10:00 - 11:30
C: Thursday, 8:30 - 10:00
D: Wednesday, 16:00 - 17:30
Room: KINESIOLOGY Room 103

Aims and Learning Outcomes:

After successful completion of PSYC 360, students should be able to

- a) summarize the behavioral, physiological, neurobiological characteristics and mechanisms of sleep in various species
- b) summarize the evolution of sleep and critically discuss the potential functions of sleep
- c) identify factors that affect sleep quality
- e) apply methods to quantify sleep parameters and quality in humans
5. describe and discuss the nature of sleep disorders and their treatments.

Text: The required readings for the course consist of review articles and book chapters selected to complement the topics covered in the lectures. They are available on the Psyc 360 onQ web site.

| | | |
|---------------------|---------------|-----|
| Assessments: | Final exam: | 40% |
| | Lab Projects: | 60% |

Final exam: The exam will consist of short-answer and essay-type questions. Material from lectures, all laboratory sessions, and the required readings will be examined.

Laboratory Projects:

1. Completion of sleep diary and written laboratory report: *"Factors influencing sleep quality in adults"*. (25%)
2. Overnight sleep EEG recordings and construction of a sleep hypnogram; done in groups of 3-4 students. (15%)
3. *Sleep Myths: Are current and popular conceptions about sleep more fact or fiction?* Independent research project to critically evaluate a common idea, hypothesis, or widely accepted notion regarding sleep. You will present the results of your research to the class. (20%)

Details regarding the laboratories will be provided in the lab manual for each project. Note that attendance in all scheduled labs is mandatory and will contribute to the participation mark for each lab component.

SCHEDULE OF LECTURES AND TOPICS

| Date | Topic |
|---|---|
| SECTION I: | |
| INTRODUCTION TO SLEEP | |
| Jan. 8 | Course introduction: Why care about sleep? |
| Jan. 15 | History of sleep research and sleep medicine |
| SECTION II: | |
| THE NEUROBIOLOGICAL BASIS OF SLEEP | |
| Jan. 22 | Neurobiology of waking and slow wave sleep |
| Jan. 29 | The phenomenon of REM sleep I: Neurobiology |
| Feb. 5 | The phenomenon of REM sleep II: Dreaming |
| SECTION III: | |
| FUNCTION OF SLEEP | |
| Feb. 12 | Evolution and comparative aspects of sleep |
| Feb. 17-23: | READING WEEK |
| Feb. 26 | Sleep and learning/memory |
| Mar. 4 | Sleep and synaptic plasticity |
| Mar. 11 | Sleep as homeostatic mechanism |
| SECTION IV: | |
| SLEEP LOSS AND SLEEP DISORDERS | |
| Mar. 18 | Sleep for health, emotion, and cognition |
| Mar. 25 | Sleep disorders and their treatments I |
| Apr. 1 | Sleep disorders and their treatments II |
| April | FINAL EXAM: DATE TO BE ANNOUNCED BY EXAMS OFFICE |

SCHEDULE OF LABS and LAB ASSIGNMENTS

| | | |
|---------|-------------|---|
| Week 1 | Jan. 8-10: | no labs |
| Week 2 | Jan.15-17: | hand out and discuss sleep diary |
| Week 3 | Jan. 22-24: | no labs; due date to submit sleep diary, 4 pm* ; (either Jan. 22, 23 or 24, depending in your lab section); submit to your lab TA by email |
| Week 4 | Jan. 27: | 4 pm, due date to sign up for EEG overnight lab with your lab TA* |
| | Jan 29-31: | hand out sleep diary data; discuss lab report due date for "Sleep Myth" proposal* |
| Week 5 | Feb. 5-7: | lab session: "The EEG: What does it measure? What does it mean?" |
| | all week: | EEG sleep labs |
| Week 6 | Feb. 12-14: | drop-in session: lab report writing strategies |
| | all week: | EEG sleep labs |
| | Feb.17-23 | Reading Week |
| Week 7 | Feb. 26-28: | no labs; lab reports are due by the end of your lab session (e.g., Friday, 14:30 for section A); please submit by email to your TA* |
| | all week: | EEG sleep labs |
| Week 8 | Mar. 4-6: | workshop: "Effective Presentation Techniques" |
| | all week: | EEG sleep labs |
| Week 9 | Mar. 11-13: | Sleep Myth #1" presentations during lab sessions |
| | all week: | EEG sleep labs |
| Week 10 | Mar. 18-20: | Sleep Myth #2" presentations during lab sessions |
| Week 11 | Mar 25-27: | no labs |
| Week 12 | Apr. 1-3: | "Sleep Myth #3" presentations during lab sessions |

***See Policy on deadlines and late submissions**

Sleep Myth Presentations

Lab Section PSYC 360-A: Friday, 13:00 - 14:30

Speaker No. 1

Speaker No. 2

Mar. 13

Presentation #1:

Presentation #2:

Presentation #3:

Mar. 20

Presentation #4:

Presentation #5:

Presentation #6:

Apr. 3

Presentation #7:

Presentation #8:

Lab Section PSYC 360-B: Friday, 10:00 - 11:30

Speaker No. 1

Speaker No. 2

Mar. 13

Presentation #1:

Presentation #2:

Presentation #3:

Mar. 20

Presentation #4:

Presentation #5:

Presentation #6:

Apr. 3

Presentation #7:

Presentation #8:

Lab Section PSYC 360-C: Thursday, 8:30 - 10:00

Speaker No. 1

Speaker No. 2

Mar. 12

Presentation #1:

Presentation #2:

Presentation #3:

Mar. 19

Presentation #4:

Presentation #5:

Presentation #6:

Apr. 2

Presentation #7:

Presentation #8:

Lab Section PSYC 360-D: Wednesday, 16:00 - 17:30

Speaker No. 1

Speaker No. 2

Mar. 11

Presentation #1:

Presentation #2:

Presentation #3:

Mar. 18

Presentation #4:

Presentation #5:

Presentation #6:

Apr. 1

Presentation #7:

Presentation #8:

***Policy on deadlines and late submissions:**

All late submissions will be penalized (5% deduction from the grade for the affected lab project for each day late; this applies to the completed lab project, but also the deadlines for signing up or submitting proposals. For lab projects with multiple deadlines, separate penalties will be added up and deducted from the final project grade). Projects, proposals, or sign-ups that occur between 1 min to 24 hours after the stated deadline are considered 1 day late; submissions received from 24 hours and 1 min to 48 hours late are considered 2 days late; etc.

Lab Attendance:

Attendance in all scheduled labs is mandatory and will contribute to the participation mark for each lab component. Details are found in the Lab Manual for each, specific lab component.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org/fundamental_values_project/index.php). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate [Report on Principles and Priorities](#))

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/academic-integrity>), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Web-based academic resources: <http://www.asus.queensu.ca/acsfacts>

Academic integrity regulations: <http://www.queensu.ca/artsci/integrity/instructor/education.html>

Disability Accommodations Statement

“Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hclds/ds/> ”

Copyright of Course Materials

This material is copyrighted and is for the sole use of students registered in Psyc 360*. This material shall not be distributed or disseminated to anyone other than students registered in Psyc 360*. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

PSYCHOLOGY 360:
The Psychology and Neuroscience of Sleep

LAB MANUAL

Winter Term 2020

Lab #1: Sleep Diary and Lab Report

Lab Report Writing: in Psychology 360

There are several approaches to organizing the content and style of reports of scientific data. The following are some suggestions that you may want to pay special attention to, seeing as they have been written by your TAs who will be marking your assignments.

Structural Requirements

The report **should not exceed 10 double-spaced typed pages in length**, but this page limit does not include the abstract, figures, tables, and references. All citations and references must be written in **APA format (6th edition)**. Please include a running head and short title along with the page number. Figures and tables, if required, should be located at the end of the paper after the references.

Content Organization

Your paper should include the following sections in the following order: Title Page, Abstract, Introduction, Method, Results, Discussion, References, Tables and Figures. Label the sections as such. Subheadings may be used in the Methods sections covering information such as Animals, Surgery, Testing Procedure, Statistics, or anything else you deem appropriate. Subheadings may also be used for the Results and Discussion sections, though much more sparingly. We encourage you to refer to the methods sections of published journals to determine what information should be included in your paper.

Style Suggestions

Be concise. Superfluous information will be frowned upon with **haughty derision**.

For your reading audience, assume a general knowledge of the brain, behaviour, cognition, and sleep, as well as the basic methodologies used to investigate them. Terms such as “standard procedures” are insufficient to describe your experimental methods, while

excessive detail (e.g., repeating every question of the sleep diary) are too detailed for this report.

The Introduction should be constructed such that general issues and problems relating to the experiment lead into more specific ones, ending into the scientific questions that require attention. This should be followed by a clear statement of purpose for the present study. The introduction should end with experimental hypotheses addressing the questions raised in the preceding paragraphs.

When stating “facts” in the introduction, **always** reference your sources. You do not need to cite very general statement. If you are unsure about whether or not a citation is needed, it probably is (feel free to ask your TAs). Try to avoid quoting directly from a published source, but rather paraphrase the ideas and findings in your own words. Similarly, avoid verbatim extraction of anything in this booklet, such as descriptions of experimental methods.

The methods section should be an entirely fact-based description of the procedure you followed, the subjects and materials you used, and the analysis of the data you carried out. By convention, the methods are written in the **past tense**. Be sure to take notes of all procedure details in labs.

The results section is purely factual, consisting of the findings (and statistical significance) from every experimental procedure and/or analysis described in the methods. This section **should not** include any interpretations of the results. Illustration through figures can make the results more meaningful for the reader, and figures are almost invariably preferable to tables. At the end of the results section, the reader should be able to interpret your findings, without referencing your discussion section.

The discussion section is the section in which you demonstrate your understanding of the purpose for the study, the results obtained, how they relate to the hypotheses, and the possible implications your results have to other studies or to the field in general. This section will be scrutinised most heavily by your reader. Statements of interpretation of your results should always be worded tentatively (e.g., “These results **suggest/imply** that sleep duration is decreased by....” **not** “These results **prove/claim/show....**”). Alternative explanations of the results and limitations of the study can also be provided in this section. You should also include

future directions for research throughout the discussion, especially near the final paragraphs. The paper should conclude with a summary of your findings and a reiteration of your “take-home message”.

All figures and tables should include brief captions describing their content. Figures should be simple and illustrate no more than one or a few major points. The figures and tables should be placed at the end of the report, after the references section.

Some Resources:

<http://www.sleepfoundation.org/primary-links/how-sleep-worksMethods>

<http://www.mayoclinic.org/sleep/art-20048379>

<http://www.nature.com/nature/journal/v498/n7455/pdf/498427a.pdf>

<http://news.discovery.com/human/health/could-we-get-by-without-sleep-130703.htm>

<http://news.discovery.com/human/health/sleep-loss-deprivation-health-effect-20130624.htm>

<http://sleep.stanford.edu>

<http://www.newscientist.com/article/dn24002-poor-sleep-makes-food-more-appealing.html>

You are also expected to find other, current articles or resources related to this topic.

Written Assignment Marking Scheme

Abstract: /5

Is the abstract the correct length (maximal 250 words; 1 point)?

Does it summarize the basic methods, purpose, results, and conclusions (1 point each) effectively?

Introduction: /15

Is the background literature reviewed thoroughly (with *at least 10* different citations) (10 points)?

Is there a good rationale for why you are doing the current experiment? (3 points)

Are the hypotheses and predictions clearly outlined? (2 points)

Methods: /20

Are the subjects (2 points), materials (2 points), and procedures (8 points) and data analyses (8 points) clearly and completely described?

Results: /15

Did you use an appropriate statistical test describe the statistics clearly? (5 points)

Are the results presented clearly, and do they follow logically from your figures? (10 points)

Discussion: /20

Did you link your findings with the current research and with your predictions?

Did you include interpretations of the results?

Did you suggest limitations of the current study and future directions?

Did you discuss the implications of the results? (5 points each)

References: /5

Are all references in the list in the text and vice versa?

Are all references and citations in APA (edition 6) format?

(-0.5 point for each error)

Figures and Tables: /5

Are all figures clearly constructed and do they show the effects found in the study?
 Are all figures and tables in APA format (including captions, titles, etc.)

Handed in on time? Yes/No

Attitude/lab Participation: /5

You are required to attend and participate in labs,
 Were you consistently late? Did you demonstrate a positive attitude in the lab?

APA Style: /10

Title, running head, page #s, subtitles, citations.

Extra comments:

Total /100

Lab #2: Overnight Sleep-EEG Lab

Overview:

Groups of 3-4 students, together with one TA, will spend one night in the Sleep Laboratory at Queen's. The goal of the lab is to allow students to participate in a typical sleep experiment in real time. One student will be the "sleeper", who will be connected to EEG, EOG, and EMG electrodes and is allowed to sleep in a private sleep room. The other students and the TA will be in an adjacent room, where they will monitor brain, eye, and muscle activity and score the sleep stages of the sleeper throughout the night (hint: bring a supply of treats and goodies to keep your energy levels up; coffee and tea will be provided in the lab).

At the end of the night, you TA will provide you with a summary of the sleep profile of the sleep. Every group of students is responsible to graph out and submit a hypnogram (can be computer-generated or hand-drawn) of the sleep profile to your TA; the deadline for this submission is one week after the completion of your overnight session (for example: overnight sleep lab from Tuesday evening to Wednesday morning; the hypnogram is due on the following Wednesday by 23:59 hours). Only one hypnogram/group is required.

Assessment:

- a) Sign up for the sleep lab with your TA by the deadline indicated in the course schedule (see above; also*).
- b) Participation the sleep lab (80% of this lab)
- c) submission of the hypnogram (20%)*

***see Policy on deadlines and late submissions**

Lab #3: Sleep Myth Presentation

Goal: The goal of this lab is to critically examine a common assumption or belief (“myth”) about sleep, factors that influence sleep, or the functions of sleep. The validity of the “myth” is critically assessed by identifying and presenting one or two empirical studies/research articles that test the hypothesis contained in the myth.

Background: There are numerous ideas and beliefs about sleep and its functions. We are familiar with many of them (e.g., “warm milk makes you sleepy”; “a power-nap improves performance at the workplace”; “screen time before bed interferes with sleep”; “we only need 2-3 hours of sleep”).

Identify one sleep myth that is of interest to you (use books, movies, news outlets, your friends, other sources) for ideas. Be creative and try to find something a bit unusual if you can!

The Sleep Myth and Relevant Research: The background research and presentations are done in pairs of students. It is your responsibility to coordinate with your partner to agree on a topic/myth, conduct the background research, and prepare and deliver the presentation.

Formalize the myth in a brief statement (see examples above) and find at least two (but not more than three) research articles that describe experiments to assess the hypothesis contained in the sleep myth. Submit the sleep myth statement and citations to the article(s) to your TA by the stated deadline (posted in the Lab Schedule) ***see Policy on deadlines and late submissions**. Read the articles and familiarize yourself with the general background, specific methodology used in these studies, the results, and the implications and conclusions. Do the results of the study support or contradict the “sleep myth”? What conclusions can we draw from the study about the specific sleep myth, and perhaps sleep more generally?

The In-Class Presentation: Finally, you and your partner will present the myth and the studies you have reviewed to the class. A slideshow presentation (e.g., PowerPoint, Keynote) is expected; however other multimedia can be used as well (if you wish to use something else or additional media, please contact your TA at least one week prior to your presentation date). The presentation should provide a clear statement of the sleep myth and a brief introduction/background of the myth. Then present the relevant studies, with an emphasis on the methodology and results. Finally, present your conclusions drawn from the studies; does the experimental evidence support or contradict the sleep myth. Are there any important implications and recommendations that you can make? Do not just repeated what the authors' of your studies conclude and recommend; come up with some of your own ideas and conclusions!

The presentation should be no longer than 15 min, followed by 5 min. of questions/discussion.

Some things to consider for effective talks:

- longer is not always better: keep the talk short and concise
- more is not always better: cramming too much information into a talk will overwhelm and confuse your audience
- ask yourself: what information is important and necessary for my audience to understand the studies; leave out information that is not of primary importance
- how do I get my audience interested in my talk? how can I engage my audience?
- for slides, text is often less effective than graphs and images
- have fun with your talk; your audience will enjoy your talk a lot more if they feel that you enjoy giving it!

Attendance and Participation: Attendance during all presentation sessions is mandatory. Participate in the labs by asking questions, voicing your opinion, or providing ideas and insights into the various topics. Attendance and participation both contribute to the overall

mark for this lab (see below) and enhance the learning experience by facilitating active discussions of course material.

Marking Breakdown:

Presentation Style /10

- Was the presenter easy to understand, clear and engaging?

Content /20

- Background review/review of myth
- Review of studies chosen
(explain the rationale, methods, results)
- Discuss results and what they mean for your myth, critical evaluation
(demonstrate your own understanding of the literature)

Use of Audio/Video Materials /5

- Were presentation materials used effectively and clearly?

Question/Answer /5

- Was the student able to answer questions?
(demonstrate some knowledge and critical thinking)

Regular lab attendance and participation /10

- (determined after the end of all talks/labs)

LAB MARK /50