PSYC 343 – Sleep and Psychosocial Functioning in Youth

Course Information
Title: Sleep and Psychosocial Functioning in Youth  
Level: 3rd year (Undergraduate)  
Days & Time: Tuesdays & Thursdays, 1:20PM-2:40PM  
Location: FISK 121

Contact Information
Royette Tavernier, Ph.D.  
E-mail: rtavenier@wesleyan.edu  
Tel: (860)-685-2206 (office)  
Office hours: Wednesday 3:00PM – 4:00PM, or by appointment.  
Office location: Judd Hall (Room 106)  
Twitter: @_RTavernier, @SPALab_WesU

Course Description
Have you ever wondered whether it’s worthwhile to pull an all-nighter in hopes of improving your grades on an exam the next day? Have you ever noticed that you snack more when you’re having trouble sleeping? And why is it that some individuals seem to have the most energy late at night, while others are most alert early in the morning? This course is designed to orient students to the fascinating world of sleep and psychosocial functioning. We will briefly explore the architecture of sleep and analyze theoretical explanations for the functions of sleep. The bulk of the course will focus on examining predictors and consequences of (‘normal’) sleep in relation to various aspects of psychosocial functioning, including: physical health, mental health, interpersonal relationships, technology use, and cognitive functioning. We will also assess the role of sleep in relation to chronotype, as well as explore cultural differences in sleep behaviors. We will examine these associations specifically within the context of late childhood, adolescence, and emerging adulthood. As part of this course, you will have the opportunity to track your own sleep via an objective sleep monitor and keep a sleep diary for the duration of the course.

Course Objectives
Upon Completion of this course, students will be able to:
   a. Understand the various research and statistical methods that sleep researchers use to assess different sleep behaviors
   b. Understand bidirectional pathways linking sleep and psychosocial functioning (i.e., sleep as both predictor and outcome)
   c. Critically analyze sleep research with respect to theory, methodology, and statistical technique
   d. Gain a deeper understanding of the mechanisms linking sleep and psychosocial functioning (i.e., mediators)
   e. Gain a deeper understanding of the factors that may influence the associations between sleep and psychosocial functioning (i.e., moderators)

Course Expectations
This is a lecture and discussion-based course. Students should attend lectures on time, complete weekly online quizzes and readings prior to the class with which the readings are assigned, complete online diaries twice a week, and actively participate in class discussions and activities. Students should play their part in facilitating a respectful learning environment by minimizing distractions (e.g., use of laptops and cell phones and other electronic devices). Students are responsible for keeping up-to-date with course announcements through Moodle.

Updated: 9.05.2016
Course Evaluation

Weekly quizzes – 15% of your final grade (best 8 out of 10)
Each week, you will be required to complete an online quiz. Questions will be based on the assigned readings for that class (Tuesday readings only). You will have 15 minutes to complete 10 questions. Quizzes will go live on Monday at 11:00AM and close on Tuesday at 11:00AM.

Discussion Questions – 10% of your final grade (best 8 out of 9)
Each week, you will be required to submit one discussion question, in person, at the beginning of Thursday's class. Your question should demonstrate a critical analysis of the readings. If you are unable to attend class, you are welcome to submit your question for feedback but please note that only questions submitted by students who physically attend class will be graded and count towards your final grade. Guidelines for generating A-graded questions are posted on Moodle.

Article Facilitation – 10% of your final grade
Each student will have the opportunity to facilitate a 30-minute discussion (either individually or as a pair) based on an assigned journal article. On the day of your article facilitation, you will not be required to submit a discussion question. Guidelines for an effective article facilitation are posted on Moodle.

Term Paper – 25% of your final grade
Students are free to select an essay topic of their choice. The topic must be based on sleep in relation to any aspect of health or psychosocial functioning, as outlined in the course syllabus. Students who wish to write on a topic beyond the course syllabus must first seek my approval. The essay topic should not be too broad (e.g., ‘sleep and mental health’ is not an acceptable topic). Students are encouraged to meet with me during office hours to discuss the scope/outline of their paper. Students who submit an outline of their paper (1-2 pages) and meet with me to seek feedback will be awarded a 2% bonus on their final grade for the course. Term papers should be 13-15 pages (12-point font, double-spaced) and incorporate at least 8 research articles from peer-reviewed journals. Please note that research papers from assigned weekly readings may be included in your term paper but will not count towards the required 8 references. Please note that you can hand in your term paper at any point during the course, up until December 13 at 5:00PM. All papers must be submitted through turnitin.com through Moodle (hard paper copies will not be accepted). A detailed grading rubric to further guide you in writing your term paper will be posted on Moodle. Late papers will not be accepted (except in the case of documented emergencies).

Final Exam – 35% of your final grade
The final exam is cumulative and will comprise of multiple choice and short essay questions. The final exam will be based on assigned readings (including material that may not have been discussed in class), lecture material, and class discussions.

Sleep Diaries – 5% of your final grade
Students will complete two diaries (morning diary and evening diary) twice a week for the duration of the course. The morning diary will ask questions relating to your previous nights’ sleep and the evening diary will ask questions relating to events and experiences throughout your day (e.g., exercise, stress, caffeine use). Both morning and evening diaries will be completed online. Students will receive their full 5% if they complete at least 85% of their diaries.
Weekly Topics and Assigned Readings

**Week 1: Why do we sleep?**

**September 6: Introduction**

**September 8**

**Week 2: How do we measure sleep?**

**September 13 (Quiz #1)**

**September 15**

**Week 3: Developmental changes in sleep**

**September 20 (Quiz #2)**

**September 22 (Discussion question due)**

**Article facilitation #1:**

**Week 4: Chronotype and sleep**

**September 27 (Quiz #3)**

**September 28 (Discussion question due)**

**Article facilitation #2:**
Week 5: Mental health and sleep I

October 4 (Quiz #4)

October 6 (Discussion question due)

Article facilitation #3:

Week 6: Mental health and sleep II

October 11 (Quiz #5)

October 13 (Discussion question due)

Article facilitation #4:

Week 7: Physical health and sleep

October 18 (Quiz #6)

October 20 (Discussion question due)

Article facilitation #5:
Week 8: Interpersonal relationships and sleep

**October 25:** NO CLASS (Fall Break begins October 21, 10PM and ends October 26, 8AM)

**October 27** (Discussion question due)

**Article facilitation #6:**

Week 9: Discrimination and sleep

**November 1** (Quiz #7)

**November 3** (Discussion question due)

**Article facilitation #7:**

Week 10: Cultural contexts of sleep

**November 8** (Quiz #8)

**November 10** (Discussion question due)

**Article facilitation #8:**

Week 11: Technology use and sleep

**November 15** (Quiz #9)
November 17 (Discussion question due)

Article facilitation #9:

<table>
<thead>
<tr>
<th>Week 12: Happy Thanksgiving</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 22: CLASS CANCELLED.</td>
</tr>
<tr>
<td>November 24: No class (Thanksgiving break begins November 22, 10PM and ends November 28, 8AM)</td>
</tr>
</tbody>
</table>

Week 13: Cognitive functioning and sleep

November 29 (Quiz #10)

December 1 (Discussion question due)

Article facilitation #10:

Week 14: Sleep interventions: How can we improve sleep?

December 6

December 8
- Wrap-up: We will discuss results from your sleep and diary data.

************** December 13: Term paper due at 5PM **************

Updated: 9.05.2016
Course Policies

Disabilities: Students with disabilities who would like to request 504/ADA reasonable accommodations are expected to self-disclose and register with the Office for Disabilities Services by making an appointment with the associate dean for student academic resources. The purpose of the meeting is to review documentation of your disability, to discuss your disability in the context of your academic and non-academic plans and, at your request, to assist you with arranging appropriate accommodations with your instructors and other university offices as needed. For more information, please review wesleyan.edu/studentaffairs/disabilities/studentguide.html and contact the associate dean for student academic resources at disabilitiesservices@wesleyan.edu or 860-685-2332 to make an appointment. Click here for more information.

Make-ups: Make up-exams may only be arranged in cases of documented emergencies. In all cases the instructor must be contacted before the scheduled exam. In the case of a medical condition, a signed physician note must be presented.

Academic Dishonesty: Academic integrity is vital to the well-being of the Wesleyan university community. As such, academic misconduct is taken very seriously. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course.

The Honor Code
A. The Pledge
The pledge is an affirmation of each student’s agreement to adhere to the standards of academic integrity set by Wesleyan’s Honor Code. The pledges read as follows:
FOR PAPERS AND SIMILAR WRITTEN WORK: In accordance with the Honor Code, I affirm that this work is my own and all content taken from other sources has been properly acknowledged.
FOR TESTS AND OTHER ACADEMIC EXERCISES: In accordance with the Honor Code, I affirm that this work has been completed without improper assistance.

B. Violations of The Honor Code
1. The attempt to give or obtain assistance in a formal academic exercise without due acknowledgement. This includes, but is not limited to: cheating during an exam; helping another student to cheat or to plagiarize; completing a project for someone and/or asking someone to complete a project for you.
2. Plagiarism (wesleyan.edu/studentaffairs/studenthandbook/standardsregulations/studentconduct.html)—the presentation of another person’s words, ideas, images, data, or research as one’s own. Plagiarism is more than lifting a text word-for-word, even from sources in the public domain. Paraphrasing or using any content or terms coined by others without proper acknowledgment also constitutes plagiarism.
3. The submission of the same work for academic credit more than once without permission.
4. Willful falsification of data, information, or citations in any formal exercise.
5. Deception concerning adherence to the conditions set by the instructor for a formal academic exercise.

Click here for the university’s policies regarding Academic Integrity in the student handbook (pages 5-7).
Things I learned as a student that may help you excel in this (and other) course(s)

- **Attend lectures.** You may not always feel like it but it is always a good idea to attend all your lectures. Something that the instructor says might very well stick with you and help you recall the information being taught.

- **Come to class prepared** – do your weekly readings *before* class. Attending lecture is a good idea but an even better idea is to come to class prepared. Completing your readings beforehand gives you a chance to think about some of the concepts that will be covered in lecture and also allows you to seek clarification on aspects of the readings that were unclear.

- **Find a study-buddy.** Your peers are a great resource – use them! Use your peers to exchange ideas and test yourself on the definitions of key concepts covered in class. Your peers can also help remind you of upcoming deadlines.

- **Make connections.** Generally, learning is more efficient when we can make connections between the material being taught and our personal lives. Draw on your personal experiences (or that of friends and family) to help you learn the concepts covered in class.

- **Seek help.** Life can get pretty overwhelming sometimes. Don’t go through those challenging times alone. If your challenges are specific to class material, drop in to discuss during my office hours or by appointment. For more personal challenges, there are counseling resources available to you. Your academic advisors and class deans are also great support resources. Remember, the sooner you can identify the need to get assistance, the better.

- **Never underestimate the power of a good night’s sleep (or a power nap!)** It is tempting to sacrifice sleep especially during high stress times, but as you will learn in this course, there are many cognitive and psychological benefits to getting sufficient and good quality sleep.