

PSYC*4580 Special Topics in Behavioural Sciences, Course Outline: Fall 2018

General Information

Course Title: PSYC*4580 Special Topics in Behavioural Sciences

Course Description:

This course provides an in-depth examination of specific theoretical and methodological advances for understanding human and/or animal behaviour. This course will examine the scientific evidence on the effects of the cannabis plant and the endogenous cannabinoid system on the brain and behaviour, adopting a senior seminar format.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2018

Class Schedule and Location: MCKN, Room 031, Tuesday and Thursday 5:30-6:50 PM

Instructor Information

Instructor Name: Dr. Erin Rock

Instructor Email: erock@uoguelph.ca

Office location and office hours: MCKN 4022, Tuesday 4-5 PM

GTA Information

GTA Name: Kelsey Guenther (students with surnames A-G), Marieka Devuono (students with surnames H-Z)

GTA Email: guenthek@uoguelph.ca; mdevuono@uoguelph.ca

GTA office location and office hours: BWH 211. By appointment only.

Course Content

Specific Learning Outcomes:

1. Critically engage with and evaluate scientific studies in the cannabinoid field, demonstrating this skill through an oral presentation, and a 5-min question/discussion period following the presentation. Students must clearly present the rationale/introduction, methods/results, and conclusions/interpretations of a selected original research article. They should stimulate a class discussion related to their study.

2. Exhibit critical and creative scientific writing skills in a written research proposal. Each student will develop a written research proposal based upon material discussed in class or directly related to the topic of cannabinoids and the brain and behaviour. This exercise will allow students to explore a research question of interest. Students must assess, evaluate, and integrate the current literature and apply this knowledge to develop a unique proposal to investigate their specific research question. Through a writing services workshop geared towards developing and writing this research proposal, students will have the opportunity to improve their literacy skills (research and writing) and apply these skills directly to their research proposal, providing clear experimental design and analysis details, as well as a review of pertinent background literature.
3. Demonstrate refined presentation skills resulting from observation and delivery of PowerPoint seminars.
4. Weekly quizzes will assess comprehension and application of learned material as students synthesize textbook material and identify main concepts. Quizzes will also encourage students to engage with the assigned reading material so that they can actively contribute to class discussions.

Lecture Content:

Week 1	Lecture 1: Sept 06–	Introduction to course, information on assignment of presentation groups/dates/topics
Week 2	Lecture 2: Sept 11- Lecture 3: Sept 13-	Chapter 1 – Introduction to Cannabis Chapter 1 – Introduction to Cannabis (continued), Chapter 2 – The Endocannabinoid System
Week 3	Lecture 4: Sept 18– Lecture 5: Sept 20-	Chapter 2 – The Endocannabinoid System (continued), (Quiz 1, Chapters 1 & 2) Writing Services Workshop
Week 4	Lecture 6: Sept 25– Lecture 7: Sept 27	Chapter 3 – Cannabinoids and Emotional Regulation, 1 st student presentation 2 nd , 3 rd , 4 th student presentations (Quiz 2)
Week 5	Lecture 5: Oct 02–	Chapter 4—Cannabinoids and Psychosis, 5 th student presentation Lecture 6: Oct 04- 6 th , 7 th , 8 th student presentations (Quiz 3)
Week 6	Lecture 7: Oct 09- Lecture 8: Oct 11-	Fall Study Break Day - NO CLASSES SCHEDULED -- classes rescheduled to Thursday, November 29 Chapter 5– Cannabinoids, Learning, and Memory, 9 th student presentation, (Quiz 4)
Week 7	Lecture 9: Oct 16–	Chapter 6– Cannabinoids, Reward and Addiction, 10 th student presentation Lecture 10: Oct 18- 11 th , 12 th , 13 th student presentations, (Quiz 5) Preliminary Research Proposals due at beginning of class

Week 8	Lecture 11: Oct 23– Lecture 12: Oct 25–	Chapter 7 – Cannabinoids, Body Weight, Feeding and Appetite, 14 th student presentation 15 th , 16 th , 17 th student presentations (Quiz 6)
Week 9	Lecture 13: Oct 30– Lecture 14: Nov 01–	Chapter 8 – Cannabinoids and Nausea, 18 th student presentation 19 th , 20 th , 21 st student presentations (Quiz 7)
Week 10	Lecture 15: Nov 06– Lecture 16: Nov 08–	Chapter 9 – Cannabinoids and Pain, 22 nd student presentation, 23 rd , 24 th , 25 th student presentations (Quiz 8)
Week 11	Lecture 17: Nov 13– Lecture 18: Nov 15–	Chapter 10—Cannabinoids and Epilepsy, 26 th student presentation 27 th , 28 th , 29 th student presentation (Quiz 9)
Week 12	Lecture 19: Nov 20– Lecture 20: Nov 22–	Chapter 11—Cannabinoids and Neurodegenerative Disorders, 30 th student presentation 31 st , 32 nd , 33 rd student presentations (Quiz 10)
Week 13	Lecture 21: Nov 27– Lecture 22: Nov 29–	No class scheduled, work on Final Research Proposal Classes rescheduled from Tuesday, October 9 Course wrap-up, Final Research Proposals due at beginning of class

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly Quizzes (at the end of indicated class meetings)	Indicated classes (see above)	40% (10 quizzes, 4% each)	textbook material synthesis, main concepts identified and applied
Oral Presentation	dates to be assigned	25%	Presentation skills, oral communication, engage and evaluate scientific studies in the cannabinoid field
Preliminary Research Proposal	October 18, 2018	5%	Develop novel research question and discuss how you will test it; gain feedback to improve final research proposal
Final Research Proposal	November 29, 2018	30%	Critical and creative thinking; learn to assess, evaluate, integrate literature; improve literacy skills

Additional Notes:

Oral presentation (25%):

In groups of 2-3, prepare and deliver a lecture-style presentation (using Powerpoint), of an original research article (not a review) that is either: 1) cited within your assigned section of the textbook OR 2) an article that is directly related to the material discussed in your section.

Summarize the article by discussing the rationale (introduction or background), and clearly outlining the research methods. Focus on the research results by bringing in the actual figures from the article and explaining what these findings mean and relate them to your topic. For full marks, students should endeavor to go beyond a surface level presentation. Presentations must engage the audience (ie. incorporate discussion, participation) and be 15 min in length to allow time for a 5-min questions/discussion afterwards. Students **MUST** lead this 5-min discussion period by having discussion questions prepared. These times will be enforced. The presentation grade will suffer if it is shorter or longer than 15 min.

The presentation should be evenly divided so that each group member delivers an equal portion of the oral presentation. How students divide their efforts is entirely up to the group, and it is the group's responsibility to ensure all material is covered. Please see Courselink for Presentation Tips.

No less than one week before you present, you must have selected and one group member must have emailed to me the research article (as a .pdf) you have chosen to present. Failure to do so by 5:30 PM will result in a **5 point** deduction.

No less than 24 hours before you present, one group member must have emailed me your presentation file (in powerpoint) so that it can be loaded and ready to go for the classroom. Failure to do so by 5:30 PM will result in a **5 point** deduction.

Quizzes (40%, 10 quizzes, each worth 4%):

To ensure that students are actively reading the course material so that they can contribute meaningfully to class discussion, at the end of the indicated classes, a 10-min quiz will be given covering material discussed in lectures, presentations, and the assigned readings. There will be a total of 10 quizzes. There will be **no make up quizzes** and I will NOT be dropping your lowest quiz grade. In the case of an excused absence from class (***you must email the instructor for approval***), then the next quiz grade can be counted twice. If it is the case that the last quiz (quiz 10) is missed, the grade from quiz 9 will be counted twice. ***Only one excused absence per student will be acceptable.*** Attendance at all class meetings is strongly encouraged.

Preliminary Research Proposal (5%):

A paper copy is due **Oct 18, 2018** at the **beginning** of class. **No late submissions will be accepted.**

The proposal topic must be related to the course topic. The topic should be different from the student's presentation paper, but may be related to one of the more general topics covered in class.

This Preliminary Research Proposal is intended for you to:

- 1) begin thinking about and working on your proposal early
- 2) receive feedback about your proposed topic before you submit your final paper

This Preliminary Research Proposal (max three pages, double spaced, with references on an additional fourth page) will outline your proposed research topic/question, briefly describe how you will answer this question (methods), along with a list of references containing at least 5 original research article references (not reviews) that are directly relevant to answering your specific research question. A handout detailing requirements will be provided on Courselink.

Final Research Proposal (30%):

Due **November 29, 2018** at the **beginning of class**. Be on time! The paper should be no longer than 10-pages double-spaced (plus references). For each day late, the grade will be penalized by 5 out of the 30 points (~17%).

The written proposal will be in APA style and will include a title page, abstract, introduction, method sections, expected results (including the design of the experiment and how you intend to analyze the results) and references. The introduction should be no longer than 5 pages and will include material from at least 10 primary references based on a literature search. The method section should specifically tell the reader what you would do, in such a way that another could replicate it. Refer to other journal articles to obtain specific methodological details, but be sure to refer to these references within the methods section. The method section should be complete and written as a proposal (in future tense). More details will be provided in class and posted on Courselink.

Course Resources

Required Texts:

Parker, L.A. (2017). *Cannabinoids and the Brain*. US: The MIT Press.

Other Resources:

Any additional resources will be provided on Courselink.

Course Policies

Grading Policies

Oral Presentation

No less than one week before you present, you must have selected and one group member must have emailed to me the research article (as a .pdf) you have chosen to present. Failure to do so by 5:30 PM will result in a 5 point deduction.

No less than 24 hours before you present, one group member must have emailed me your presentation (in powerpoint) so that it can be loaded and ready to go for the classroom. Failure to do so by 5:30 PM will result in a 5 point deduction.

Preliminary Research Proposal

Due **Oct 18, 2018**. No late (after the beginning of class at 5:30 PM) submissions will be accepted.

Final Research Proposal

Due November 29, 2018 at the beginning of class (at 5:30 PM). For each day late, the grade will be penalized by 5 out of the 30 points.

Course Policy on Group Work:

Students will work in groups for the oral presentations. Each group member must evenly contribute to the presentation preparation, as well as the in-class presentation of the material. Failure to do so will be reflected in a student's grade for this component of the course. Please let the instructor know well before your presentation date if there are any issues in the degree of effort being made by a presenting group member.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies**Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: [Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: [Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is **November 02, 2018**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar. Current Undergraduate Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.