

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School College of Nursing and Health Innovation Department/School _____

Prefix: HC Number: 245 Title: Sleep, Sleep Disorders, and Behavior Units: 3
R

Course description: **HCR 294/245 Note: Course has been submitted for permanent course number. This course focuses on the nature, organization, function, and biopsychosocial determinants of sleep and sleep disorders across the lifespan, emphasizing the social and behavioral processes that influence them.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Social-Behavioral Sciences–SB

Mandatory Review: Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Megan E. Petrov, PhD E-mail Megan.Petrov@asu.edu Phone 602-496-2297

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Cris Wells Date: 8/31/17

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">Psychology</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology	Syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
HCR	294/245	Sleep, Sleep Disorders, and Behavior	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1/C2	The course is an introduction to the study of sleep as a human behavior that focuses on social, psychological, and behavioral theories and perspectives of sleep functionality and effects at the individual and community level.	See yellow highlights in syllabus and inserted comments
C3	The course assignments draw from the distinct knowledge base as well as the methods of inquiry of the social and behavioral sciences in the context of the sleep field	See blue highlights in syllabus and inserted comments
C4	The course readings and lectures draw from sociobehavioral scientific data on sleep behavior.	See green highlights in syllabus and inserted comments

ARIZONA STATE UNIVERSITY
COLLEGE OF NURSING & HEALTH INNOVATION

COURSE SYLLABUS

Faculty Information

Faculty: Megan E. Petrov, PhD
Assistant Professor
Office Room: Health South 358J
Office Telephone: 602-496-2297
Email: megan.petrov@asu.edu
Office Hours: By appointment

Course Information

Course Number: HCR 294/245 – permanent number in process of assignment

Course Title: Sleep, Sleep Disorders, and Behavior

Course Title Abbreviation: Sleep and Behavior

Credits: Three (3) credit hours, Elective

General Studies Designation: Social-Behavioral Sciences (SB)

Course Modality: iCourse (fully online course)

Course Address: Your ASU Blackboard account or <http://myasucourses.asu.edu>

Semesters Offered: Fall or Spring

Prerequisites or Co-Requisites: none

Course Catalog Description: Explore the biopsychosocial organization and determinants of sleep and sleep disorders across the lifespan.

Methods of Instruction: Asynchronous lectures, videos, online exercises, applied application of concepts, interactive discussions, examinations, and questions and answers.

Course Description: This course focuses on the nature, organization, function, and biopsychosocial determinants of sleep and sleep disorders across the lifespan, emphasizing the social and behavioral processes that influence them.

Course Objectives/Outcomes: Upon completion of this course, you should be able to:

1. Summarize the neurophysiology of sleep and circadian rhythms
2. Develop skills in assessing and interpreting sleep behavior
3. Describe social, psychological and behavioral theories and concepts relevant to the study of sleep, sleep disorders, and dreaming.
4. Identify short and long-term benefits and consequences of sleep
5. Apply principles of sleep regulation and treatments to improve your own sleep as well as the sleep of the greater community

Course Materials

Materials: There is a required text for this course, and reading assignments from seminal and recent articles and reviews, which will be posted on the course website.

Required Textbook:

Moorcraft, W. H. (2013). *Understanding sleep and dreaming*. (2nd ed.). New York, NY: Springer.

Course Grading

Methods of Instruction

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> or <http://myasucourses.asu.edu>.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group assignments; and exams.

Methods of Evaluation

Assessment Type	Number in Course	Total Course Value
Discussion Boards	7	14%
Papers	2	30%
Group Project	1	20%
Exams	2	36%

Description of Assessments

- **Discussion Board Participation (14%, 140 points total):** During each module, students are expected to read/view all assigned materials (e.g., articles, readings, lectures, video content), and therefore be prepared to participate in a discussion board designed to supplement the material covered within the module. In essence, these

discussion boards will demonstrate the students' learning. A discussion topic will be posted on the first day of each module. During the first week of each module students must post their initial response to the discussion topic. During the second week of each module students must reply to the posts of at least two other students. The grading rubric for the discussion board including the initial post and all replies is provided in a separate document on the course website. There are seven discussion boards during the entire course. Each discussion board will be worth 20 points for a total of 140 points.

- **Papers (30%, 300 points total):**
 - **Paper 1: Experiential Exercise & Sleep Assessment Paper (15%, 150 points total)**—students will complete a 2 week-long standardized sleep diary and sleep-related daytime functioning questionnaires about their own sleep and experience. Upon completion, they will analyze their sleep diary and questionnaire data. Students will then write a 3 – 4 double spaced paper summarizing their data and indicate clear and concrete improvements that can be made for their sleep. Papers must be typed in 11 point, Arial font with 1 inch margins.
 - **Paper 2: Sleep Improvement Program Paper (15%, 150 points total)** – Based upon the data gathered from the rating scales, sleep diaries, as well as course readings and discussions, students will implement a sleep improvement program for one week, following evidence-based parameters. Students will then write a 3 - 4 page, double-spaced paper in which they evaluate and summarize the effectiveness and outcomes of the sleep improvement program, which will be submitted along with one additional week of sleep diaries. Papers must be typed in 11 point, Arial font with 1 inch margins. You must use at least three sources as reference materials to justify the choices made in the sleep improvement program. Citations and references must be in American Psychological Association (APA) style. Wikipedia is NOT a source.
- **Group Project: Community Sleep Project (20%, 200 points total)** – This assignment recognizes the lack of understanding and value placed on sleep among Americans. Students will design a project aimed at educating their peers, family members, or other persons in the community about sleep focused on a single issue. Some sample topics are sleep hygiene, a particular sleep disorder of interest, a public policy that directly or indirectly impacts sleep, driving or other situations where drowsiness presents a hazard, alcohol and substance use, or a theme of the students' choosing. Students will work in pre-assigned random groups of 3-4; all topics must be preapproved by the instructor. Students are encouraged to be creative in their presentations. Students may wish to consider a video, webcast, blog, infographic, website, etc. for their project. All projects should be able to be presented digitally and completed remotely. Thus, in-person group activities will not be necessary. The project must draw from the scientific literature and publically available socio-behavioral scientific data to support the primary educational message of the project. Citations and references must be in American Psychological Association (APA) style.
- **Exams (36%, 360 points total, 180 points each)** – There will be 2 non-cumulative exams (mid-term and final exam given during finals week). Any and all of the assigned materials within the online modules preceding the mid-term exam will be fair game for the mid-term exam. Likewise, all of the material between the mid-term and final exam

will be fair game for the final exam. The exams will consist of mostly multiple-choice questions, and a few short answer questions. Each of the exams will be worth 18% of your total grade. Both exams will be administered through Blackboard using Respondus LockDown Browser. You will have access to your own notes but you will not be able to browse the internet or review class materials within Blackboard during exam time. You will pick a 90-minute block of time within a 15 hour timeframe to complete the exam. If you see that you have a conflict with the exam dates (i.e., you have had a longstanding commitment that occurs on that day), you must notify me and *place your request for a make-up exam by 9/22/2017*. Requests for make-up exams will not be accepted after 9/22/2017 (except in extreme circumstances, such as a medical emergency or death in the family). Sudden out-of-town travel does not qualify for a make-up exam. To qualify for a make-up exam, you must notify me either prior to the exam (highly preferable) or as soon as possible afterward. In the case of a medical emergency, written proof from a physician will be required. Proper medical documentation includes (a) date and time of visit, (b) description of the medical problem, and (c) clear description of why you could not take the exam, even with this problem. You must also provide the name and contact information of the physician. Further documentation may be requested.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 96 hours of the due date via the My Grades tab in Blackboard.

Grading

Grade	Percentage	Points Range
A	90 – 100%	900 – 1,000
B	80 – 89%	800 – 899
C	70 – 79%	700 – 799
D	60 – 69%	600 – 699
E	68% and below	689 and below

Classroom Policies:

1. Students should review Announcements on Blackboard every week. Changes to the outline, reading assignments, and homework assignments will be posted on Blackboard. All course documents, internet links, templates for homework, instructions, and methods for communicating with classmates and faculty and other help will be posted on Blackboard.
2. Check email regularly to obtain messages related to this course.
3. Students are strongly encouraged to keep up with course readings and assignments.
4. Each class module will open on the Monday of the beginning of the module and run through the last Sunday at midnight of the given module. Please see the class schedule for noted exceptions. Discussion Board/Project assignment due dates are listed on the class schedule and due at 11:59 PM (Arizona time) on day specified.

General Topic Schedule

Module	Topics	Module Objectives	Textbook Readings (Moorcraft)	Lecture	Supplemental (videos, articles, etc.)	Discussion	Assignment	Assessment	Due Date
1	The Organization of Sleep and Circadian Rhythms Sleep Assessment Methods The Evolution and Phylogeny of Sleep	1,2 1,2 1,2	Ch 2 p.17-26, 32-36 Ch 3 p.39-43, 57-65 Ch 4 p.67-77	1-5	Aserinsky & Kleitman (1953)	Prompt #1 Due: 2 Replies to Prompt #1 Due:	Rating Scales (Start Sleep Diaries by Aug 26 at the latest)		Due
2	Neural and Chemical Control of Sleep and Circadian Rhythms Developmental Course of Sleep	1 1,3	Ch 5 Ch 2, p.26-31 Ch 4, p.78-83			Prompt #2 Due: 2 Replies to Prompt #2 Due:	Summary Paper of Sleep Assessment		Due
3	Major Biopsychosocial Theories on the Function of Sleep Consequences of Sleep Deprivation	3,4 2,3,4	Ch 10, p.236-249 Ch 3, p. 43-57		Deliens et al. (2014)	Prompt #3 Due: 2 Replies to Prompt #3 Due:			

Commented [MP1]: C1/C2/C3/C4

Commented [MP2]:

Commented [MP3]: C3

Commented [MP4]: C1/C2/C4

Commented [MP5]: C3

Commented [MP6]: C1/C2/C4

			Ch 12, p. 293-300		Durmer & Dinges (2005); Womack et al. (2013)				
4	Sleep Disorders & Treatment	3	Ch 12, p.308-319 Ch 13, p.323-341		Morin et al. (2006) Morin et al. (2009)	Prompt #4 Due: 2 Replies to Prompt #4 Due:		Mid-Term Dates:	
5	Sleep and the Psychobiological Basis of Learning and Memory Theories and Research on Dreaming	3,4 3,5	 Ch 9, p. 214-224 Ch11, p. 272-284		Curcio et al. (2006) Stickgold (2005) Wamsley (2010) Dement & Kleitman (1957) Hobson (2009)	Prompt #5 Due: 2 Replies to Prompt #5 Due:			
6	Sleep, Psychopathology, and Chronic Disease Sex, Cultural, Ethnic Differences in Sleep	3,4	 Ch 4, p.83-86		Riemann et al. (2001) Buysee et al. (2008) Vgontzas et al. (2009) Petrov & Lichstein (2016) Zhang & Wing (2006) Krishnan & Collop (2006)	Prompt #6 Due: 2 Replies to Prompt #6 Due:	Sleep Improvement Program		Due

Commented [MP7]: C1/C2/C4

Commented [MP8]: C3

Commented [MP9]: C1/C2/C4

Commented [MP10]: C1/C2/C4

Commented [MP11]: C3/C4

7	Sleep and Lifestyle Behaviors	2,3,4,5	Ch. 6, p.133-139	Buman & King (2010) Peuhkari et al. (2012) Troxel et al. 2007	Prompt #7 Due:	Community Sleep Project Due	Final Exam Dates:	
	Daytime Sleepiness and Safety Issues in Society	3,4	Ch 12, p.300-305	Cartwright (2004) Martiniuk et al. (2013) Owen et al. (2010)	2 Replies to Prompt #7 Due:			

Commented [MP12]: C1/C2/C4

Commented [MP14]: C3

Commented [MP13]: C3/C4

Supplemental, Required Readings by Module (Articles on Blackboard):

Module 1:

Aserinsky, E., & Kleitman N. (1953). Regularly occurring periods of eye motility, and concomitant phenomena, during sleep. *Science*, 118, 273-274.

Module 2:

None

Module 3:

Deliens, G., Gilson, M., & Peigneux, P. (2014). Sleep and the processing of emotions. *Experimental Brain Research*, 232, 1403-1414.

Durmer, J. S., & Dinges, D. F. (2005). Neurocognitive consequences of sleep deprivation. *Seminars in neurology*, 25(1), 117-129.

Module 4:

Morin CM et al. (2006). Psychological and behavioral treatment of insomnia: update of the recent evidence (1998-2004). *Sleep*, 29, 1398-1414.

Morin CM et al. (2009). Cognitive behavioral therapy, singly and combined with medication, for persistent insomnia: a randomized controlled trial. *JAMA*, 301(19), 2005-2015.

Module 5:

Curcio, G., Ferrara, M., & De Gennaro, L. (2006). Sleep loss, learning capacity and academic performance. *Sleep Medicine Reviews*, 10, 323-337.

Stickgold, R. (2005). Sleep-dependent memory consolidation. *Nature*, 437, 1272-1278.

Wamsley EJ et al. (2010). Dreaming of a learning task is associated with enhance sleep-dependent memory consolidation. *Current Biology*, 20, 850-866.

Dement, W., & Kleitman, N. (1957). The relation of eye movements during sleep to dream activity: an objective method for the study of dreaming. *Journal of Experimental Psychology*, 53(1), 339-346.

Hobson, J. A. (2009). REM sleep and dreaming: towards a theory of protoconsciousness. *Nature Reviews Neuroscience*, 10, 1-11.

Module 6:

Riemann, D., Berger, M., & Voderholzer, U. (2001). Sleep and depression - results from psychobiological studies: an overview. *Biological Psychology, 57*, 67-103.

Buysse, D. J., Angst, J., Gamma, A., Ajdacic, V., Eich, D., & Rossler, W. (2008). Prevalence, course, and co-morbidity of insomnia and depression in young adults. *Sleep, 31*, 473-480.

Vgontzas AN et al. (2009). Insomnia with objective short sleep duration is associated with a high risk for hypertension. *Sleep, 32*, 491-497.

Petrov, M. E., & Lichstein, K. L. (2016). Differences in sleep between black and white adults: an update and future directions. *Sleep Medicine*.

Zhang, B., & Wing, Y. (2006). Sex differences in insomnia: a meta-analysis. *Sleep, 29*, 85-93.

Krishnan, V., Collop, N. A. (2006). Gender differences in sleep disorders. *Current Opinions in Pulmonary Medicine, 12*, 383-389.

Module 7:

Buman, M. P., & King, A. C. (2010). Exercise as a treatment to enhance sleep. *American Journal of Lifestyle Medicine, 4*(6), 500-514.

Peuhkari, K., Sihvola, N., & Korpela, R. (2012). Diet promotes sleep duration and quality. *Nutrition Research, 32*, 309-319.

Troxel, W. M., Robles, T. F., Hall, M., & Buysse, D. J. (2007). Marital quality and the marital bed: examining the covariation between relationship quality and sleep. *Sleep Medicine Reviews, 11*(5), 389-404.

Cartwright, R. (2004). Sleepwalking violence: a sleep disorder, a legal dilemma, and a psychological challenge. *American Journal of Psychiatry, 161*, 1149-1158.

Martiniuk, A. L. C., Senserrick, T., Lo, S., Williamson, A., Du, W., Grunstein, R. R., . . . Ivers, R. Q. (2013). Sleep-deprived young drivers and the risk for crash: the DRIVE prospective cohort study. *JAMA Pediatrics, 167*(7), 647-655.

Owens, J. A., Belon, K., & Moss, P. (2010). Impact of delaying school start time on adolescent sleep, mood, and behavior. *Archives of Pediatric and Adolescent Medicine, 164*(7), 608-614.

Course Policies & Procedures

Communicating With the Instructor

This course uses a Blackboard™ discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<https://uto.asu.edu/system-health>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. *Assigned Papers* will not be accepted if they are more than seven days past due. Each day past due will result in a 2.5% reduction in the final grade of that particular assignment or exercise. Individual needs to extend due dates for course assignments must be negotiated with your instructor at least 48 hours prior to the published due date.

Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)

- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/sr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX Statement

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>

College of Nursing and Health Innovation Student Handbook

Students are expected to adhere to the policies and guidelines in the current edition of the College of Nursing and Health Innovation for your program (<https://nursingandhealth.asu.edu/student-life/current-students>).

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://asu.secure.force.com/kb/articles/FAQ/Blackboard-Help-for-Students> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourses.asu.edu/>. To monitor the status of campus networks and services, visit the System Health Portal at <https://uto.asu.edu/system-health> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-508

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Draft Date: 8/01/2017

William H. Moorcroft

Understanding Sleep and Dreaming

2nd Edition

 Springer

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Draft Date: 8/01/2017

Acknowledgments

also to the Poudre River Public Library at National Jewish Health

ence+Business Media, Sharon for assistance and guidance and questions.

wledge, my apologies and my

and, Christina, who for over 40 endeavors. She has also been a companion in so many ways. And I my writing in this edition and

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Chapter 1
A Visit to a Sleep Lab

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1.1 A Visit to a Sleep Lab: Sleep S

1.2 A Second Night in the Sleep La

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If you were asked to determine for? You probably would check the person is relaxed and still, be to see if they were breathing reg have at one time or another de believing you were asleep. Then appearing to be asleep. It is ap person is asleep simply by obser up and ask if they were asleep willingly and accurately tell you It is rather like the joke my fath 'Were you in the boat when the in the water!'".

There are two important impl another person is asleep. First, u little scientific study of sleep. T tively new knowledge, and som beliefs. Second, most studies of sleeper is attached to sensitive sleep without disturbing it. Ho portable equipment has allowed outside the lab. Sleep labs have

Adapted from Moorcroft (1993), with

W. H. Moorcroft, *Understanding Slee*
DOI: 10.1007/978-1-4614-6467-9_1,
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