

PSYD66-L02: Current Topics in Human Brain and Behaviour

University of Toronto Scarborough

Winter Term, 2018

Instructor Information

Dr. Marie Gadziola (“gad-zee-oh-la”)

PO103, Room 123

Office Hours (drop-in): Thursdays 1-2PM

Office Hours (by appointment): Thursdays 2-3PM

Course Information

Lecture Time: Thurs 09:00-11:00

Location: MW140

Email: gadziola.uts@gmail.com

I. Your Instructor



Dr. Gadziola is a Lecturer in the Department of Psychology. She received her PhD in Neuroscience from Kent State University, followed by postdoctoral research at Case Western Reserve University. Her research and teaching interests are in sensory systems, neuromodulation, and cellular mechanisms of information processing in the CNS.

II. Course description, pre-requisites and learning outcomes

Course description: This seminar class is designed to help you develop and improve two key academic skills: the ability to effectively consume and evaluate primary research articles, and the ability to communicate ideas in written and oral presentation formats. To achieve these goals, together we will take a focused and comprehensive “deep-dive” into the research literature on *tinnitus*. This phenomenon, sometimes called “ringing of the ears”, is characterized by phantom perception of sound in the absence of an external source. After covering some foundational material on the auditory system, we will embark on an in-depth examination of current topics and controversies in the field of tinnitus, by way of student-led presentations on primary research articles. Selected course readings will also serve to provide a strong framework for the final term project, which asks students to summarize the literature on tinnitus and develop a novel research proposal related to a specific gap or problem in the field.

Pre-requisites: PSYB65 and one C-level half-credit in PSY.

Learning outcomes: After successful completion of this course, you will be able to:

1. Identify broad themes/concepts tied to ongoing challenges in the field of tinnitus research
2. Describe and critically evaluate original research articles
3. Synthesize ideas from class discussions and readings to generate thoughtful written materials that highlight a critical understanding of key topics and issues
4. Develop effective strategies to summarize and present empirical research to your peers
5. Evaluate and provide constructive feedback to your peers on their presentations
6. Actively contribute to and promote respectful discussion of complex topics

III. Tentative Course Schedule

This outline may be subject to minor revisions with advance notice from the instructor.

DATE	TOPIC	IMPORTANT TASKS / DEADLINES
Jan 11	Course introduction and expectations Fundamentals of the Central Auditory System	Get to know your classmates Assignment #1 due <u>Friday</u>
Jan 18	Fundamentals of the Central Auditory System Skill-building: library resources / finding articles	Form groups <u>today</u>
Jan 25	Tinnitus Foundations Skill-building: successful presentations/discussions Skill-building: referencing and citation management	Group topic lottery <u>today</u> Assignment #2 due <u>Friday</u>
Feb 1	Tinnitus Foundations	Individual topic lottery <u>today</u> Assignment #3 due <u>Friday</u>
Feb 8	Group Presentations (4 groups, 20 mins) "Neural correlates of tinnitus in the DCN"	Assignment #4 due <u>Friday</u>
Feb 15	Group Presentations (4 groups, 20 mins) "Neural correlates of tinnitus in the midbrain and cortex"	
Feb 22	<i>Reading Week – no class!</i>	
Mar 1	Recap Discussion on Group Presentations Skill-building: creating a research proposal	Assignment #5 due <u>Monday</u> (Feb 26 th)
Mar 8	Solo Presentations (8 students, 10mins)	Assignment #6 due <u>Wednesday</u> (March 7 th)
Mar 15	Solo Presentations (8 students, 10mins)	Assignment #7 due <u>Friday</u>
Mar 22	Solo Presentations (8 students, 10mins)	
Mar 29	Course synthesis Optional: peer feedback on research proposal	
Apr 5	<i>No class – work on finalizing and submitting proposal</i>	Assignment #8 due <u>today</u> Submit Term Project due <u>Friday</u>

IV. Course Readings

This course will not use a textbook. Instead, you are responsible for any assigned readings of primary research articles, and to engage in critical discussions during class. With the exception of the foundational readings, you are responsible for searching and obtaining any full-text articles using the UTSC library resources. Please refer to the course reading list for relevant article citations, and Blackboard for support on how to search for articles.

V. Course Website – Blackboard

Blackboard will house important course-related announcements (cancellations of class, etc), lecture slides (where applicable, to be posted before lecture), discussion boards, grades on term work, and more. I expect that you will check it regularly throughout the term.

For your convenience, three discussion forums will be created to improve information flow in our course: *Practical Questions*, *Assigned Articles*, and *Peer-to-Peer Discussion*. I recommend that you check whether your Blackboard notification settings allow unread discussion board messages to be displayed.

VI. Course requirements and grading

Learning how to comprehend, critically analyze, and summarize key elements of primary literature is an absolutely essential skill in the field of psychology. The structure of the course assessments has been developed in such a way as to progressively prepare you for successful achievement of the learning outcomes, providing multiple opportunities for assessment and progress checks.

The majority of our time in the course will be devoted to student-led primary research article presentations. Every article presented by a group or individual will involve **Presenter(s), Reader(s), and Observer(s) roles.**

The **Presenter** is responsible for being the “expert” on the assigned reading, will summarize the key details of the article for the class, and lead a class discussion (see below).

The **Reader** for a particular article is responsible for doing a detailed reading of the paper (*prior to class*) that will be presented by someone else. You will be required to submit 3 thoughtful discussion questions prior to class and provide peer feedback to the Presenter. Your role is to support the Presenter by being a backup expert on the topic, and you may be called upon to contribute your ideas during the class discussion on the article.

The **Observer** for a particular article simply acts as any other audience member (i.e. does not need to read the paper, but should attempt to engage with the material and presentation). However, they will be required to submit peer feedback to the Presenter.

For the group presentations, you will work in groups (3 students per group) to share the workload and support each other as you develop your presentation, reading, and peer-evaluation skills. You will work within the same group for the role of the Presenter, Reader, and Observer. Barring exceptional circumstances, all group members will share the same grade on group work.

1. **Group presentation on an assigned article (10% overall grade):**

Together with two partners of your choosing, you will select one reading from the group presentation reading list and lead a 20-minute class presentation on the article. Groups will be assigned a number to determine the order of selection. Only one group may cover a given paper. If you do not belong to a group by the end of class on Jan 18th, you will be assigned to a group.

The first part of your presentation should last 10 minutes, and you will be assessed on your ability to convey the most important features of the article (i.e., rationale, hypotheses, key methods and results, interpretations/conclusions). Not everyone in the audience will have read your paper closely, so it will be important for you to *clearly and concisely* summarize the key elements to facilitate audience understanding. You should assume your audience has a background knowledge based on the initial fundamentals and foundations we covered up until the group presentations. For example, this means that you should not waste time in your presentation defining tinnitus and its common causes, or reviewing basics of the auditory system.

The second part of your presentation should also last 10 minutes, and will involve your group leading a critical discussion of the article your group just presented. In addition to your own thoughts and insights into the paper, this time will also be used to field any questions/comments your classmates might have about the article. Your goal here is to help facilitate a thoughtful class discussion, where your fellow classmates are able to engage the material along with you.

2. Individual presentation on an assigned article (15% overall grade):

After the group presentations are finished and you have received feedback on your performance, you will have a second opportunity to present a different article, this time on your own and lasting 10 minutes. You will be given a number to determine the order of article selection. You will select one reading from the individual presentation reading list. Only one student may cover a given paper.

The first part of your presentation should last 5 minutes and you will be assessed on your ability to convey the most important features of the article (i.e., rationale, hypotheses, key methods and results, interpretations/conclusions). Think of this presentation like an “elevator pitch” on the main take-home messages you would like to convey to the class. You will not have time to go over all of the results in the paper. As before, not everyone in the audience will have read your paper, so it will be important for you to *clearly and concisely* summarize the necessary elements to facilitate audience understanding. You should still assume your audience has the same background knowledge, including any lecture and presentation material we have covered prior to reading week. For example, this means you do not need to waste time in your presentation reviewing the neural correlates of tinnitus that we have already discussed.

The second part of your presentation should also last 5 minutes, and will involve you leading a critical discussion of the article you just presented. Your goal here is to facilitate a thoughtful class discussion, where your fellow classmates are able to engage the material along with you. It will be important for you to link your article back to earlier class discussions and/or identify future research directions.

3. Class Participation (22% overall grade, total):

Your class participation grade is broken down into 3 categories: (a) active participation during class discussions; (b) discussion questions submitted via email (i.e. when you are a “Reader”); and (c) submission of peer evaluations of presentations (i.e. when you are a “Reader” or “Observer”).

- a) **Active participation during class discussions (9% overall grade).** You are expected to attend all classes. Starting the week of Jan 25th, you will be evaluated on your participation during class, for a total of 9 weeks. You will receive your grade at the end of each week, when applicable. Guidelines and expectations will be discussed in class.

- b) **Discussion questions (8% overall grade).** When you are the assigned “Reader” for an article presentation, you will be required to submit 3 questions related to the article to me via email the day before the article presentation date (i.e. **Wednesday by 12:00PM/noon**). These questions should show evidence of your ability to think critically about the material and should have the potential to stimulate thoughtful class discussion (whether or not they are actually used in class). Guidelines and expectations will be discussed in class.
- c) **Peer-evaluation of presentations (5% overall grade).** Both the Reader and Observer will be responsible for submitting peer-evaluations to me via email, due **Friday by 5:00PM** on the week the article is presented. Guidelines and expectations will be discussed in class. Presenters will be rated on their general presentation skills, ability to extract and clearly convey key elements from the article, and how well they were able to lead and facilitate thoughtful class discussions.

For the group presentations, these ratings will be considered practice for you to learn how to appropriately rate your peers. You will earn participation points for completing the group ratings and will also receive feedback on how well you gave feedback to your peers. For the individual presentations, your presentation ratings will also be graded on the quality of your feedback.

4. Final Term Project – Research Proposal

(35% overall grade, or 30% if participating in optional peer feedback)

After taking a comprehensive look at the field of tinnitus, the final term assignment will ask you to synthesize what you have learned across the course, and to develop a detailed and innovative research proposal on a topic of your choosing that is related to tinnitus. The aim of this assignment is to provide a high-quality research proposal that could have the potential to be fundable by a granting agency. What this means is that your assignment should contain:

- (1) a clear, relevant, and accurate background summary of your chosen topic area;
- (2) an accurate and clearly identified “gap in knowledge” that is well-reasoned and demonstrated to be an important issue that requires further study;
- (3) a strong and well-supported research question and hypothesis;
- (4) a general experimental approach to the proposed research question that is feasible;
- (5) a description of predicted results and an interpretation of what they might mean;
- (6) a reference list and in-text citations for appropriate and accurate primary sources.

For this assignment, keep in mind that although granting agencies like to reward innovation, they are often risk-averse, meaning that they prefer to fund projects that are realistic/feasible, and likely to contribute important knowledge to the field regardless of the outcome. A successful proposal does not have to be totally wild and involve every cutting-edge technology; in other words, you may find that you are more successful if your proposal is *incremental to the literature* and “safe” in its design.

Your final term project will be due **Friday, April 6th 2018**. Since this is the last possible day to submit term assignments for the semester, *late assignments will NOT be accepted*. The final term project must be submitted in order to be eligible to pass the class. Therefore, if you fail to turn in your term project by the due date, you cannot pass the class.

The research proposal must be between 5-10 pages, excluding references, and double-spaced with 1” margins. Font should be Times New Roman, font size 12. Referencing must follow the

American Psychological Association (APA) citation style guidelines (6th edition). Further details on the assignment will be posted on Blackboard early in the term. This research proposal also requires submission to the Turnitin link. Please read further details on Turnitin submissions under course policies.

Optional peer feedback on research proposal. If you choose to participate in the optional peer feedback, you can have your research proposal re-weighted to be worth only 30% of your overall grade. The remaining 5% of your grade will then be based on your participation in the peer feedback session. The 5% is not a guarantee solely based on attendance; you must show that you have a significant amount of your research proposal already completed, discuss your proposals with at least one other student in the class, and respond to a few short questions about the feedback you gave and received.

5. Progress Assignments (total: 18% of overall grade)

There will be several small assignments due throughout the course which aim to help keep you on track, by checking in on your progress and providing feedback on your progression. Assignment guidelines including submission details will be posted on Blackboard.

- a) Assignment #1: Self-Assessment 1 (1%). The purpose of this exercise is to introduce yourself to me, and through a quick checklist, provide me with some information about the classes you have taken and what type of information you already know. Time will be provided during the first class to complete this assignment.

DUE: Jan 12th by 5:00PM*

(or by 9:00AM Jan 17th if you are added to D66 after the first class)

- b) Assignment #2: Signup and Download Mendeley (0.5%). The purpose of this assignment is to encourage the use of a citation management system to help you organize primary sources related to your research proposal and save you the hassle of correctly formatting your citations and reference list. You will be asked to register for a Mendeley account (free) and then submit a screenshot that shows your user profile.

DUE: Jan 26th by 5:00PM

- c) Assignment #3: Find a primary source (0.5%). This assignment will allow you to demonstrate that you are able to find accurate and appropriate primary sources. I will give you a particular tinnitus-related statistic and ask you to find the best primary source(s) for that figure that you would use in a citation.

DUE: Feb 2nd by 5:00PM

- d) Assignment #4: Tinnitus Summary (1%). The purpose of this assignment is to have you briefly introduce/summarize tinnitus (~3-4 sentences) in your own words. You will be evaluated on your ability to clearly and concisely describe tinnitus in your own words and provide appropriate in-text citations. After receiving feedback, you may find this summary helpful to include in the introduction of your research proposal.

DUE: Feb 9th by 5:00PM

** Note: this assignment also requires submission to a Turnitin link.*

- e) Assignment #5: Reflection Paper (group presentations) (2%). After completion of all group presentations, this 1-page written assignment will ask you to: (1) summarize and reflect on

the neural correlates and potential mechanisms of tinnitus that we have discussed so far; (2) highlight a major “gap in knowledge” in the tinnitus field that interests you.

DUE: Feb 26th by 5:00PM

** Note: this assignment also requires submission to a Turnitin link.*

- f) Assignment #6: Reflection Paper (individual article) (5%). This assignment will have you: (1) complete a detailed reading of your assigned individual presentation article, (2) summarize the rationale behind the study, identifying the “gap in knowledge” that the authors are trying to address, and (3) identify an appropriate/interesting direction for future research based on the article.

DUE: March 7th by 5:00PM

** Note: this assignment also requires submission to a Turnitin link.*

- g) Assignment #7: Research Proposal Outline (7%). This assignment will have you: (1) identify whether you plan to base your research proposal on a topic area closely related to your individual presentation article, or not; (2) briefly identify the “gap in knowledge” you plan to address; (3) outline your proposed research question and hypothesis; (4) include a list of at least 3 primary articles (outside of the class reading list) related to your topic area that you plan to read.

DUE: March 15th by 5:00PM

- h) Assignment #8: Self-Assessment 2(1%). The purpose of this exercise is to reflect on the new skills and knowledge you have acquired throughout the course and identify areas that may still have room for improvement.

DUE: April 5th by 5:00PM

Grading Rubric

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
90%+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52

VII. Course policies

Classroom conduct.

Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. To help create this learning environment, I ask that you always use respectful language, minimize potential distractions during class (e.g., off-topic chatting, Facebook), show up to class on time, support your peers, and genuinely try your best every day.

Email policy.

All course-related correspondence should be sent to gadziola.utsc@gmail.com. In most cases, e-mails will be answered within 48 hours of receipt (excluding weekends and holidays). Please keep your emails professional, concise, and clear: start with an informative subject title that includes the course code and some detail regarding your question (e.g., “PSYD66: question about salicylate-induced tinnitus”). Your email should include your full name and student ID number so that I know who you are. A short email based around a single question, with some level of effort to explain your

understanding or where you are stuck, will likely be most effective. If you are not familiar with writing academic emails, you may find this resource helpful: <https://tinyurl.com/kysxwtx>

Lecture Slides and Attendance.

For your convenience, lecture slides will be posted prior to each class, where applicable (typically by 10PM the evening before a lecture). They will be posted in PDF format with 1 slide per page.

You should know that the lecture slides are not a suitable substitute for attending lecture. Lecture slides are not exhaustive and we will regularly cover important material that extends beyond them during lecture. In addition to content, there will be several skill-building opportunities that are only effective if you are in class.

Copyright of lecture material.

Instructional materials (lecture slides, handouts, articles) are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever. As protection of copyright, the unauthorized use, copying, or uploading on the internet of lecture handouts is strictly prohibited.

Video and Auditory Recording.

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

Presentation expectations. For both the group and individual presentations, you must use Microsoft PowerPoint (or a comparable program). You are responsible for ensuring that your presentation will run prior to the start of class. This means that you should arrive early on your presentation day, and come prepared with your presentation saved on a flash drive. If you plan to run your presentation from your personal laptop, you must have all the necessary adaptors to ensure your laptop will connect with the projector. We will review more detailed expectations in class and discuss strategies for successful presentations and leading discussions.

Submitting assignments to Turnitin via Blackboard. Whenever an assignment requires you to submit to Turnitin, you will be required to submit **TWO COPIES** of your assignment on Blackboard prior to the deadline. Submit the same file in PDF format both times; submitting different files constitutes a violation of academic integrity. First, submit your PDF to the Turnitin link, where it will be reviewed for textual similarity and detection of possible plagiarism. Second, submit your PDF to the Evaluation Copy link for grading purposes.

Contesting a grade. All requests for a re-grade must be submitted in writing within two weeks of the day the grade is received. Only requests that include adequate written justification of an error in the original grading will be considered. A legitimate request will result in the entire assignment being re-graded. Your overall grade may be raised, lowered, or it may stay the same. Arbitrary requests for grade increases will not be entertained (e.g., "I need to get into grad school, so could you please give me a higher grade?").

Office hours.

Office hours are a valuable resource for you to learn more about the class and/or important things related to (but outside of) the class. You should consider visiting Dr. Gadziola's office hours if you

would like to (1) discuss course content or your presentations, (2) if you have an issue with course performance or progress, or (3) you would like to discuss the field of psychology/neuroscience and how to get more involved.

Syllabus changes.

There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to reasonably prepare for a class.

Scheduling conflict.

A web option will not be offered for this course, so it is your responsibility to ensure that you are able to attend all the lectures. Given the nature of the material and course, attendance is critical to your success. If you have an ongoing conflict with lecture time, you should strongly consider dropping the course or adjusting your schedule to allow you to attend. Accommodations are not possible for scheduling conflicts.

VIII. AccessABILITY

Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the *AccessAbility* Services Office as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

IX. Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and

- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

TurnItIn: Normally, students will be required to submit their course essays/assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

This class may be important to you, but not so important as to gamble with your academic career by cheating. If you find yourself wondering if something constitutes academic misconduct, I encourage you to investigate the subject more thoroughly before acting – not knowing that something is considered academic misconduct does not protect you from trouble! Knowing is half the battle! Consider visiting <http://uoft.me/academicdishonesty>.

X. Missed Term Work due to Medical Illness or Other Emergency.

If you are requesting accommodations for missed term work, please notify the course instructor as soon as possible.

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

In the case of a **death of a family member**, a copy of a death certificate should be provided.

In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical](#)/other documents in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**, Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Course Reading List

Core Readings: Fundamentals of the Auditory System & Tinnitus

1. Jan 18th

Møller, A. R., Langguth, B., DeRidder, D., & Kleinjung, T. (2010). Chapter 8: Anatomy and Physiology of the Auditory System. *Textbook of Tinnitus*. Springer New York.

2. Jan 25th

Møller, A. R., Langguth, B., DeRidder, D., & Kleinjung, T. (2010). Chapter 1: Introduction. *Textbook of Tinnitus*. Springer New York.

3. Feb 1st

Brozoski, T. J., & Bauer, C. A. (2016). Animal models of tinnitus. *Hearing Research*, 338, 88–97.

Group Presentation Day 1 – Feb 8th 2018 (“Neural correlates of tinnitus in the DCN”)

Kaltenbach, J. A., Zhang, J., & Afman, C. E. (2000). Plasticity of spontaneous neural activity in the dorsal cochlear nucleus after intense sound exposure. *Hearing Research*, 147(1), 282–292.

Brozoski, T. J., & Bauer, C. A. (2005). The effect of dorsal cochlear nucleus ablation on tinnitus in rats. *Hearing Research*, 206(1), 227–236.

Finlayson, P. G., & Kaltenbach, J. A. (2009). Alterations in the spontaneous discharge patterns of single units in the dorsal cochlear nucleus following intense sound exposure. *Hearing Research*, 256(1), 104–117.

Middleton, J. W., Kiritani, T., Pedersen, C., Turner, J. G., Shepherd, G. M. G., & Tzounopoulos, T. (2011). Mice with behavioral evidence of tinnitus exhibit dorsal cochlear nucleus hyperactivity because of decreased GABAergic inhibition. *Proceedings of the National Academy of Sciences*, 108(18), 7601–7606.

Group Presentation Day 2 – Feb 15th 2018 (“Neural correlates of tinnitus in the midbrain and cortex”)

Robertson, D., Bester, C., Vogler, D., & Mulders, W. H. A. M. (2013). Spontaneous hyperactivity in the auditory midbrain: Relationship to afferent input. *Hearing Research*, 295(Supplement C), 124–129.

Ma, W.-L. D., Hidaka, H., & May, B. J. (2006). Spontaneous activity in the inferior colliculus of CBA/J mice after manipulations that induce tinnitus. *Hearing Research*, 212(1), 9–21.

Mühlnickel, W., Elbert, T., Taub, E., & Flor, H. (1998). Reorganization of auditory cortex in tinnitus. *Proceedings of the National Academy of Sciences of the United States of America*, 95(17), 10340–10343.

Langers, D., de Kleine, E., & van Dijk, P. (2012). Tinnitus does not require macroscopic tonotopic map reorganization. *Frontiers in Systems Neuroscience*, 6(2).

Individual Presentation Day 1 – March 8th 2018

Reyes, S. A., Salvi, R. J., Burkard, R. F., Coad, M. Lou, Wack, D. S., Galantowicz, P. J., & Lockwood, A. H. (2002). Brain imaging of the effects of lidocaine on tinnitus. *Hearing Research*, 171(1), 43–50.

Mühlau, M., Rauschecker, J. P., Oestreicher, E., Gaser, C., Röttinger, M., Wohlschläger, A. M., ... Sander, D. (2006). Structural Brain Changes in Tinnitus. *Cerebral Cortex*, 16(9), 1283–1288.

Stolzberg, D., Chen, G.-D., Allman, B. L., & Salvi, R. J. (2011). Salicylate-induced peripheral auditory changes and tonotopic reorganization of auditory cortex. *Neuroscience*, 180(Supplement C), 157–164.

Leaver, A., Seydell-Greenwald, A., Turesky, T., Morgan, S., Kim, H., & Rauschecker, J. (2012). Cortico-limbic morphology separates tinnitus from tinnitus distress. *Frontiers in Systems Neuroscience*, 6(21).

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