

PSYD66-L01: Current Topics in Human Brain and Behaviour

University of Toronto Scarborough, Fall Term, 2019

Instructor Information

Dr. Marie Gadziola (“gad-zee-oh-la”)

PO103, Room 122

Office Hours: Fridays 9:00-10:00AM*

**by appointment only - book on Quercus*

Course Information

Lecture Time: Fri 11:00-13:00

Location: AC 332

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, and the neural mechanisms that underlie the detection and evaluation of salient stimuli influencing motivated behaviours.

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 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. As an integrated learning experience, students will engage with tinnitus community members and industry professionals, and host an on-campus knowledge translation community event.

Pre-requisites: PSYB55, PSYB07 (or equivalent) and one C-level half-credit in PSY.

Learning outcomes: *By the end of this course, a successful learner will be able to:*

1. Identify broad themes/concepts tied to ongoing challenges in the field of tinnitus research.
2. Characterize the main features of several different methodologies used to study tinnitus in both humans and animal models.
3. Develop and implement effective strategies for communicating scientific information, and adapt their approach based on the target audience and format.
4. Develop and implement effective strategies for written work, with an emphasis on writing clarity, argumentation, and choosing quality sources to support ideas.
5. Synthesize ideas from class discussions and primary literature to generate thoughtful critiques and novel hypothesis-driven research directions.
6. Engage with industry stakeholders and community members to better understand how theoretical knowledge learned in this course can be translated to real-world applications.
7. Engage in self-assessment and reflection on their learning process and performance in the course to promote lifelong positive learning habits.

III. Tentative Course Schedule

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

| WEEK | DATE | TOPIC | IMPORTANT TASKS / DEADLINES |
|------|---------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1 | Sept 6 | Course introduction and expectations Fundamentals of the Central Auditory System | Get to know your classmates Pre-course survey due Sept 13 |
| 2 | Sept 13 | Fundamentals of the Central Auditory System | Form groups |
| 3 | Sept 20 | Tinnitus Foundations | Finalize teams and assign articles by Sept 16 |
| 4 | Sept 27 | Guest Panel: Invited Community Members | |
| 5 | Oct 4 | Skill-building: communicating scientific knowledge | |
| 6 | Oct 11 | Individual Student Presentations: Teams 1 & 2 | |
| | Oct 18 | <i>Reading Week – no class!</i> | |
| 7 | Oct 25 | Individual Student Presentations: Teams 3 & 4 | Poster Outline due Oct 21 |
| 8 | Nov 1 | Individual Student Presentations: Teams 5 & 6 | |
| 9 | Nov 8 | Synthesis of Article Presentations Skill-building: self-reflection and improvement | Proposal Outline due Nov 4 |
| 10 | Nov 15 | <i>Optional Group Poster Peer Feedback Day</i> | <i>Drop date: Nov 18</i> |
| 11 | Nov 22 | Poster Display: Knowledge Translation Community Event | Final Posters printed Nov 20 |
| 12 | Nov 29 | <i>Optional Research Proposal Peer Feedback Day</i> | Event Reflections due Nov 29 Final Proposal due Dec 2 Post-course survey due Dec 2 |

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 core readings, you are responsible for searching and obtaining the other full-text articles using the UTSC library resources. Please refer to the course reading list for relevant article citations, and Quercus for support on how to search for articles.

V. Course Website and Supporting Online Modules

Quercus will house important course-related announcements, lecture slides (where applicable, to be posted before lecture), online skill-building modules, discussion boards, grades on term work, and more. I expect that you will check it regularly throughout the term. If you are having difficulty navigating the new platform, it is your responsibility to promptly seek help from the *Student Quercus Guide*.

I will be posting a number of skill-building modules for you to work on in a self-directed manner. These online modules and supplemental readings will introduce and reinforce important skills necessary for successful completion of the course assignments. Based on your prior knowledge and experiences, you can decide whether (and to what extent) you need to go through these supporting documents, and if you wish to participate in the optional exercises for additional practice and to receive feedback on your progress. For example, the skill-building modules and exercises will include:

- Introduction to academic integrity and what constitutes misconduct
- Introduction to using reference management software
- How to conduct effective article searches
- How to select an appropriate primary source for an idea
- How to appropriately paraphrase the words of others and use APA formatted citations
- Building effective arguments in your writing

VI. **Course requirements and grading**

There are 3 major assessments, or “deliverables”, in this course: an article presentation to the class, a group knowledge translation poster presented during a community event, and a research grant proposal. These major assessments will often have smaller-weighted assignments associated with them (some required, some optional), such as outlines and peer feedback, to help scaffold your learning and prepare you for successful achievement of the learning outcomes. *All assignments submitted to Quercus will be evaluated by Turnitin to detect possible plagiarism.*

1. **Individual article assignments (combined 23% of final grade):**

The course reading list is organized around 6 major themes that will be addressed by different teams in their team poster project. Prior to the group work, students will work independently to comprehend, critically analyze, and summarize key elements of the primary literature assigned to them – an absolutely essential skill in the field of psychology. During the student-led presentation weeks, each student will be assigned a specific role each week: **Presenter, Reader, or Observer**.

The **Presenter** is responsible for being the “expert” on the assigned reading, will summarize the key details of the article for the class with a PowerPoint presentation, and help facilitate a class discussion afterwards.

The **Reader** is responsible for doing a detailed reading of the article (*prior to class*) that will be presented by someone else. You will be required to submit 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. is not required to read the paper in detail, but should attempt to engage with the material and presentation). Observers will be required to submit peer feedback to the Presenter.

- a) **Individual article presentation (15% of final grade).** As the Presenter, you will only have a total of **10-minutes** to present and discuss your assigned article. Your PowerPoint presentation should last **5 minutes** and you will be assessed on your ability to briefly convey the most important and essential features of the article. Think of this presentation like an “elevator pitch” on the main message you would like to convey to the class. You will not have time to go over all of the results in the paper. It will be important for you to *clearly and concisely* summarize the necessary elements to facilitate audience understanding. For the remaining **5 minutes**, you will

be assessed on your ability to lead a critical discussion related to 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. You should attempt to relate your article back to earlier class discussions, other course articles, and/or identify future research directions.

PowerPoint files must be submitted via Quercus, and are due **prior to the start of class** on your presentation date (**Oct 11th, 25th, or Nov 1st**).

- b) **Reader questions (2% each, combined 4% of final grade).** When you are the assigned Reader for an article, you will be required to submit 3 thoughtful questions related to the article the day before the article presentation date (i.e. **Thursday 11:59PM**). These questions should show evidence of your ability to think critically about the material and have the potential to stimulate thoughtful class discussion.
- c) **Peer-evaluation of presentations (1% each, combined 4% of final grade).** Both the Reader and Observer will be responsible for submitting peer-evaluations to me via email, due **Saturday by 11:59PM** on the week the article is presented. Your peer evaluations will be graded on completeness and quality of the feedback you provide.

2. Team Poster: Knowledge Translation Community Event (combined 33% of final grade):

In an effort to provide a deeper learning experience, enhance preparedness for future employment, and contribute a positive community impact, students will host an on-campus community event that helps promote knowledge translation in the tinnitus field. These types of integrated learning experiences provide students an opportunity to immediately apply theoretical course knowledge into practice, while also promoting teamwork, communication and reflective skills.

Early in the semester, you will have the opportunity to hear from a variety of community partners and industry professionals involved with the advocacy, treatment, or management of tinnitus (e.g. audiologists, psychologists, tech companies, and patient advocates) during a guest panel discussion. Due to the lack of education and awareness about tinnitus, a common interest across these community groups is the desire to provide tinnitus sufferers with resources that enable them to make more informed decisions about their therapeutic options. You will be asked to translate highly technical knowledge into more accessible formats – a workplace skill in high demand in any field.

Team members will contribute expertise on their own presented article, and work together with their team to critically evaluate and synthesize relevant literature that answers a fundamental question related to their team topic. Teams will work collaboratively to produce a visually-creative poster that conveys this information in a manner that is simplified, accessible and appealing to laypersons (i.e. tinnitus sufferers).

Our class will host the community event on **Nov 22nd** during regular class time, and participation is mandatory. Our guest panelists, along with other community partners, will be invited to the event where you will have the opportunity to showcase your team poster and actively engage with community members and professionals about your work.

The class will be arranged into 6 teams, with up to 4 students per team. If you do not belong to a group by **Sept 16th**, you will be assigned to a group. Barring exceptional circumstances, all group members will share the same grade on group work. Early in the semester, you are expected to discuss group expectations and member roles in advanced of preparing your group poster and come to an agreement on how you will distribute the workload and communicate with one another. All group members are expected to pull their weight, and everyone's voice should have the chance to be heard and included in the process. In the event that a group member is not showing a willingness to

coordinate and contribute to the team, the remaining group members should contact Dr. Gadziola to raise their concerns prior to Nov 1.

- a) **Team Poster Outline (6% of final grade).** To help ensure your team is on track, your group will be asked to summarize the important principles that were learned from your individually assigned articles, and begin to synthesize this knowledge to form an important central message that you wish to convey on your group poster. Based on your assigned team topic, you will identify a more tailored focus for your poster display, and outline the information you are planning to include.

DUE: Oct 21st by 11:59PM

- b) **Community Event Poster Display and Participation (24%).** Students will be graded on the quality of their final group poster, how effectively they present this information to others, and their overall engagement with community members and peers at the community event. Additional guidelines will be discussed in class. Your team must submit a final poster file by **11:59PM on Nov 20th** to allow time for printing before the community event. Accommodations for late submissions cannot be granted for this assignment. *As this project is funded by the Dean's Experiential Education Fund, poster printing and event costs will be covered by our course grant.*

FINAL POSTER DUE: Nov 20th by NOON **no late submissions or accommodations*

Community Event Participation: Nov 22nd, 11:00AM-1:00PM

- c) **Community Event Reflection (3%).** Students will submit an individual writing reflection relating to the integrated learning experience and hosted community event. Guidelines will be posted on Quercus.

DUE: Nov 29th by 11:59PM

3. Final Term Project – Research Proposal (combined 34% of final grade):

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 that addresses the proposed research question and 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 and well-supported by the literature*.

- a) **Research Proposal Outline (6% of final grade).** You will be asked to submit an outline of your research proposal, so that you have an opportunity to receive feedback on your ideas and progress. This assignment will ask you to outline your research question and hypothesis, highlight some essential background literature that supports the proposal and strengthens the rationale, and briefly outline your planned experimental approach.

DUE: Nov 4th by 11:59PM

- b) **Final Research Proposal (28% of final grade).** 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 Quercus early in the term. Your final term project will be due the last day of the term and 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.

DUE: Dec 2nd by 11:59PM

4. Other required participation (combined 10% of final grade):

- a) **Pre-post Course Surveys (2% of final grade).** You will be asked to complete two self-surveys via Quercus – one at the beginning of the semester and one at the end. The purpose of these self-assessments is to allow us to understand where your skills are at coming into this class and encourage you to actively reflect on your skill development and learning process across the course. There are no “correct answers”, but you must provide full responses for full marks. You must complete both surveys to earn this credit.

Pre-course Survey Due Date: **Sept 13th, 11:59PM**

Post-course Survey Due Date: **Dec 2nd, 11:59PM**

- b) **Active participation during class discussions (8% overall grade).** You are expected to attend all classes, as student participation is a central component of this class. Starting the week of Sept 13th, you will be evaluated on your active participation during class, for a total of 8 weeks. You will receive your grade at the end of each week, when applicable. Guidelines and expectations will be discussed in class.

5. Optional Skill-building Assessments (up to 13% of final grade re-distributed)

You will have the opportunity to complete several small exercises throughout the course that aim to help scaffold your skill development and provide you feedback on your progression in this course. While I strongly encourage that you take advantage of all assessment opportunities, you will get to take a self-directed approach to your learning and choose which optional assessments you will submit. You can choose to complete no, some, or all optional assessments. In addition to the practice and feedback you will receive, satisfactory completion of these exercises will allow you to re-distribute the percentage point indicated from one of the required assignments, as specified. If you happen to receive a lower score on an optional assessment than on the associated assignment, the higher grade will always be taken.

Optional assessment guidelines and submission details will be posted on Quercus. Recommended submission dates are suggestions to help you pace yourself and manage your time effectively. Pacing your optional assignment submissions will also allow you to receive and incorporate feedback prior to another submission and improve the quality of your work. I recommend completing the first three optional assessments as early as possible, before the workload of your courses picks up. The due dates

listed have already been delayed as far as possible to give you as much flexibility as I can. For this reason, late submissions of optional assessments will not be accepted.

- a) **Optional Assessment #1: Academic Integrity (*re-distribute 1% of final grade from individual presentation*)**. The purpose of this exercise is to refresh and reinforce your understanding of academic integrity and the different types of academic misconduct.

Recommended submission date: week 1

DUE: Oct 13th by 11:59PM

- b) **Optional Assessment #2: Download Mendeley and import an article (*re-distribute 1% of final grade from final research proposal*)**. The purpose of this exercise 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), import an article from the class reading list, and then submit a screenshot that shows your user name and imported article.

Recommended submission date: week 2

DUE: Oct 13th by 11:59PM

- c) **Optional Assessment #3: Selecting appropriate primary sources (*re-distribute 1% of final grade from final research proposal*)**. 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 statement and ask you to find the best primary source(s) for that idea that you would use in a citation.

Recommended submission date: week 3

DUE: Oct 13th by 11:59PM

- d) **Optional Assessment #4: Appropriately paraphrased tinnitus summary (*re-distribute 2% of final grade from individual presentation*)**. The purpose of this assignment is to have you provide a brief introduction to tinnitus supported by scholarly sources. You will be evaluated on your ability to clearly and concisely describe tinnitus in your own words, and to focus on one feature of tinnitus that you find most interesting. You should provide appropriate in-text citations and demonstrate your ability to paraphrase the work of others. Your submission will be considered as a DRAFT, allowing you to re-submit a final version if major corrections (e.g. referencing, paraphrasing) are deemed necessary to meet academic integrity standards.

Recommended submission date: week 4

DUE: Oct 13th by 11:59PM

- e) **Optional Assessment #5: Guest Panel Reflection – Retell, Relate, Reflect (*re-distribute 2% of final grade from article summary & critique*)**. After hearing from the invited guest panelist, this 1-page reflection will ask you to: (1) describe something notable that you learned from the guest panelist discussion, (2) compare how this relates to your current understanding of tinnitus and/or ways of thinking about our course material, and (3) reflect on what you have learned from the guest panelists and how you think this will shape or inform how you approach the group poster project.

Recommended submission date: week 6

DUE: Oct 13th by 11:59PM

- f) **Optional Assessment #6: Participation in Poster Peer Feedback Session (*re-distribute 3% of final grade from final research proposal*)**. If you choose to participate in the optional peer feedback session (**Nov 15th**, during class time), you can have your final group poster re-weighted to be worth

only 12% of your final grade. This applies to individual students only, and not the whole team. The remaining 3% of your grade will then be based on your participation in the peer feedback session. The 3% is not a guarantee solely based on attendance; you must show that you have a near-complete draft of your poster already completed, practice discussing your poster with at least one other group in the class, and respond to a few short questions about the feedback you gave and received.

- g) **Optional Assessment #7: Participation in Proposal Peer Feedback Session (*re-distribute 3% of final grade from final research proposal*)**. If you choose to participate in the optional peer feedback session (**Nov 29th**, during class time), you can have your final research proposal re-weighted to be worth only 25% of your final grade. The remaining 3% of your grade will then be based on your participation in the peer feedback session. The 3% 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 proposal with at least one other student in the class, and respond to a few short questions about the feedback you gave and received.

General 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 everyone 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.

Classroom attendance and late policy. To achieve the learning outcomes of this course, you are expected to participate fully in each class. This means that you need to attend all classes, and you are expected to show up on time. Unexcused absences will result in 0% grade on any participation (e.g., active participation, peer evaluations) or presentations that were scheduled to take place that class. Any student that is late to class will have a penalty applied to any participation grade that is scheduled to take place that class.

Email policy. All course-related correspondence should be sent to gadziola.utsc@gmail.com from your utoronto.ca email. 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 research proposal”). 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.

Lecture Slides. For your convenience, lecture slides and notes will be posted prior to each class, where applicable. 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 course content, there will be additional 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 individual article 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.

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. Where possible, 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.

Office hours. Office hour appointments should be booked in advance via Quercus calendar. Please contact me if you cannot make the designated times and alternatives will be made available. 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 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

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

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

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. 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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from the midterm date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed

Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.

- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will

be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utoronto.ca/registrar/missing-examination>).

XI. Course-specific Accommodation Policies for Missed Term Work

You must also notify Dr. Gadziola that you are in the process of requesting accommodations for missed term work as soon as possible. Missed term work not granted accommodations will receive a 0% mark. The accommodations available for students with valid excuses for missing term work will depend on the type of missed work and the circumstance.

- a) **Missed individual presentation.** Students with a valid excuse for missing their individual presentation will be considered on a case-by-case basis. Depending on the circumstance, the individual may be given a make-up opportunity at a later date or will have their presentation grade points re-distributed to their final research proposal.
- b) **Missed community event.** Students with a valid excuse for missing the community event will be considered on a case-by-case basis. Depending on the circumstance, the individual may be given an alternative make-up opportunity (to complete on their own) or will have their event-related grade points re-distributed to their final proposal. **Please note: In the event that a group member is absent for the community event, the remaining group members will still be expected to deliver a complete presentation of their poster work.**
- c) **Missed participation.** Students should also follow missed term work procedures for missing any participation-related assessments (e.g., active participation in-class, peer evaluations). Students granted accommodations may have the possibility for a make-up opportunity, and need to contact Dr. Gadziola as soon as possible. If a make-up opportunity is not possible, students will have their remaining participation assessments within the same subcategory re-weighted to compensate for the missed work. For example, if a student has a valid reason for missing one week of class, their total *active participation* grade will now be averaged across 7 weeks instead of 8 at the end of the term.
- d) **Missed optional assessments.** There will be no make-up opportunities for missed optional exercises. You will be provided with a large window of time to complete these exercises. The nature of these assignments is to be self-paced, and I recommend not leaving the submission too close to the final deadline to risk having an illness or other emergencies interfere with your ability to submit your work before the deadline.

Course Reading List

Core Readings: Fundamentals of the Auditory System & Tinnitus (available on Quercus)

Read prior to class on Sept 13th:

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.

Read prior to class on Sept 20th:

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

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

Team 1 Articles: Where does tinnitus begin and how is it maintained?

1. 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.
2. Brozoski, T. J., & Bauer, C. A. (2005). The effect of dorsal cochlear nucleus ablation on tinnitus in rats. *Hearing Research*, 206(1), 227–236.
3. 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.
4. 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.

Team 2 Articles: How does the auditory cortex change with tinnitus?

5. Mühlnickel, W., Elbert, T., Taub, E., & Flor, H. (1998). Reorganization of auditory cortex in tinnitus. *Proceedings of the National Academy of Sciences*, 95(17), 10340–10343.
6. 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.
7. Langers, D., de Kleine, E., & van Dijk, P. (2012). Tinnitus does not require macroscopic tonotopic map reorganization. *Frontiers in Systems Neuroscience*, 6(2).
8. Chen, G.-D., Manohar, S., & Salvi, R. (2012). Amygdala hyperactivity and tonotopic shift after salicylate exposure. *Brain Research*, 1485, 63–76.

Team 3 Articles: Do we find signs of tinnitus within non-auditory regions of the brain?

9. Leaver, A. M., Renier, L., Chevillet, M. A., Morgan, S., Kim, H. J., & Rauschecker, J. P. (2011). Dysregulation of Limbic and Auditory Networks in Tinnitus. *Neuron*, 69(1), 33–43.
10. Davies, J. E., Gander, P. E., & Hall, D. A. (2017). Does Chronic Tinnitus Alter the Emotional Response Function of the Amygdala?: A Sound-Evoked fMRI Study. *Frontiers in Aging Neuroscience*, 9, 31.
11. Chen, Y.-C., Li, X., Liu, L., Wang, J., Lu, C.-Q., Yang, M., ... Teng, G.-J. (2015). Tinnitus and hyperacusis involve hyperactivity and enhanced connectivity in auditory-limbic-arousal-cerebellar network. *eLife*, 4, e06576.
12. Ouyang, J., Pace, E., Lepczyk, L., Kaufman, M., Zhang, J., Perrine, S. A., & Zhang, J. (2017). Blast-Induced Tinnitus and Elevated Central Auditory and Limbic Activity in Rats: A Manganese-Enhanced MRI and Behavioral Study. *Scientific Reports*, 7, 4852.

Team 4 Articles: Why do some people find tinnitus so bothersome and others not?

13. Bartels, H., Middel, B L., van der Laan, B.F. A. M., Staal, M. J., & Albers, F.W. J. (2008). The additive effect of co-occurring anxiety and depression on health status, quality of life and coping strategies in help-seeking tinnitus sufferers. *Ear & Hearing*, 29(6):947-956.
14. Hébert, S., & Lupien, S. J. (2007). The sound of stress: Blunted cortisol reactivity to psychosocial stress in tinnitus sufferers. *Neuroscience Letters*, 411(2), 138–142.
15. 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).
16. Tang, Z.-Q., & Trussell, L. O. (2018). Serotonergic Modulation of Sensory Representation in a Central Multisensory Circuit Is Pathway Specific. *Cell Reports*, 20(8), 1844–1854

Team 5 Articles: How do sound therapies work to treat tinnitus?

17. Bauer, C.A., & Brozoski, T.J. (2011). Effect of tinnitus retraining therapy on the loudness and annoyance of tinnitus: a controlled trial. *Ear & Hearing*, 32(2):145-155.
18. Okamoto, H., Stracke, H., Stoll, W., & Pantev, C. (2010). Listening to tailor-made notched music reduces tinnitus loudness and tinnitus-related auditory cortex activity. *Proceedings of the National Academy of Sciences*, 107(3), 1207–1210.
19. Li, S.-A., Bao, L., & Chrostowski, M. (2016). Investigating the Effects of a Personalized, Spectrally Altered Music-Based Sound Therapy on Treating Tinnitus: A Blinded, Randomized Controlled Trial. *Audiology & Neurotology*, 21, 296-304.
20. Engineer, N. D., Riley, J. R., Seale, J. D., Vrana, W. A., Shetake, J. A., Sudanagunta, S. P., ... Kilgard, M. P. (2011). Reversing pathological neural activity using targeted plasticity. *Nature*, 470, 101.

Team 6 Articles: Can tinnitus-related distress be better managed with psychotherapy?

21. Zachriat, C., & Kröner-Herwig, B. (2004). Treating chronic tinnitus: Comparison of cognitive-behavioural and habituation-based treatments. *Cognitive Behaviour Therapy*, 33(4), 187–198.
22. Roland, L. T., Lenze, E. J., Hardin, F. M., Kallogjeri, D., Nicklaus, J., Wineland, A. M., ... Piccirillo, J. F. (2015). Effects of Mindfulness Based Stress Reduction Therapy on Subjective Bother and Neural Connectivity in Chronic Tinnitus. *Otolaryngology–Head and Neck Surgery*, 152(5), 919–926.
23. Cima, R. F. F., van Breukelen, G., & Vlaeyen, J. W. S. (2018). Tinnitus-related fear: Mediating the effects of a cognitive behavioural specialised tinnitus treatment. *Hearing Research*, 358, 86–97.
24. Group, T. T. R. T. T. R. (2019). Effect of Tinnitus Retraining Therapy vs Standard of Care on Tinnitus-Related Quality of Life: A Randomized Clinical Trial. *JAMA Otolaryngology–Head & Neck Surgery*, 145(7), 597–608.