

Psychology 392 Research in Human Cognitive Neuroscience, Winter 2013

Location: PAS 2259

Time: Tues 8:30-10:20, Thursday 8:30- 10:20

Instructor: Professor Mike Dixon

office: PAS 4035

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office hours: by appointment (held in PAS 2259)
typically Wednesday 8:30 10:20

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office hours: by appointment (held in PAS 2259)
Friday 8:30 – 10:20

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Course is listed on Desire to Learn

<https://learn.uwaterloo.ca>

Expanded Course Description

This course is a lab course that will introduce students to some of the techniques used in conducting experiments in human cognitive neuroscience with a particular emphasis on psychophysiology. Students will be taught how to program a simple experiment and accurately acquire response time data. They will be taught how to gather a number of psychophysiological measures. The psychophysiological measures acquired will reflect brain-body relationships e.g., how psychological reactions can influence heart rate, and changes in skin conductance (i.e., sweat increases or decreases related to the processing of external information). Students will be taught how to apply these different measures to conduct research in a number of diverse areas including a slot machine simulator, video game playing, and distortions of body schema. Students will gain experience by collecting data on themselves and their lab team members (the data is solely for educational purposes not for formal research).

This course is first and foremost an experiential learning course where students will learn by doing. After being introduced to the theory and practice of these experimental techniques (and completing labs to solidify their learning), students will be asked to work in small teams, program their own experiments, and collect sample data on themselves and team members and write up a final report on their self-generated project.

Course Requirements and Evaluation: 4 Labs and a Final Report

Marks in this course will be based on 4 labs (10% for labs 1, 2, 3 and 20% for lab 4), and the final project report (50%). All labs and the final report will be submitted via electronic drop boxes through the *Learn* site.

LABS:

10% Laboratory Report 1: Students will work in pairs and learn to program in SuperLab. Each student will submit via *Learn's* electronic dropbox, a program that they have created using SuperLab, along with an excel workbook containing raw and summarized response time and error data.

10% Laboratory Report 2: Students will work in teams of 5 or 6. Each member of the team will record their heart rate, filter their heart rate, and record beats per minute as they play a simple (non-violent video game). Using Powerlab and "LabChart" software students will then learn to analyze their heart rate and graph the results in Excel. In addition they will record inter-beat intervals of a participant anticipating a burst of white noise. Each student will submit via electronic dropbox on *Learn* their LabChart and excel files

10% Laboratory Report 3: Students will work in teams of 5 or 6. Using Powerlab and LabChart software students will record Skin Conductance Responses for an experiment involving an illusion involving a distortion of body schema (the "rubber hand" illusion). Each student will submit via electronic dropbox on *Learn*, the LabChart files which they recorded and an excel file summarizing their results.

20% Laboratory Report 4: Students will learn more complex data analytic techniques involving analyzing the physiological responses of people playing on a slot machine simulator. Students will learn how to analyze event-related individual psychophysical responses to wins, losses, and a special type of slot-machine loss called a "near miss". Each student will submit via *Learn's* electronic dropbox the LabChart files they analysed and an excel file with the relevant data analyses.

Final Report - Worth 50% of student's mark.

Students will work in pairs or teams of three. Each student will create an experiment in SuperLab, interface the experiment with Powerlab (the psychophysiological data acquisition system), collect sample data using either electrocardiogram variables (heart rate, inter-beat intervals), or skin conductance as the dependent variables, and analyse these data. Each student will: write a 250 word abstract, write a brief (4 page double spaced) introduction summarizing research on their topic, write a 3-4 page method section, write a 2-page results section summarizing their findings, and a 4-page discussion, followed by references in APA format. Before conducting their experiments all projects must be approved by Dr. Dixon or by the T.A. A one-page proposal must be submitted via electronic dropbox for approval prior to any programming or data collection. This proposal is due on Mar 14th. The final lab report is due in the exam period on Apr 18th and must be submitted via electronic dropbox.

A note on collaboration. Although team members should consult with one another, agree on a project, and work together on this project, each individual student will submit their own proposal and their own final report about their agreed-upon project.

Here are some possible experiments.

1. Electrodermal and heart rate responses to different types of video-games (strategic vs, racing) *NB* video games must be non-violent.
2. Electrodermal and heart rate responses to happy, neutral and sad movie clips.
3. Psychophysical responses to faces showing positive, neutral and negative (angry) faces.
4. Psychophysical responses to classically conditioned stimuli.
5. Psychophysical responses to familiar and unfamiliar faces.
6. Lie detection.
7. SCR and Heart Rate reactions to frustration
8. SCR and Heart Rate responses to different types of music.
9. Restorative effects of Nature scenes, and audio clips

A note on Powerlab and the Imacs. Each powerlab system costs in excess of \$8000. The IMacs cost \$1,300 each. Treat them with extreme care. NO FOOD OR DRINKS ARE ALLOWED IN THE LAB ROOM.

Schedule of Topics

Note: All readings will be available within *Learn*. Also all submissions will be via electronic drop box in *Learn*.

January 8st Overview of Research in Human Cognitive Neuroscience

- Cognitive Neuroscience using behavioural measures

January 10th Overview of Superlab

Reading: [Dixon M. J.](#), Smilek, D., Cudahy, C., Merikle, P.M. (2000)
[Five plus two equals yellow](#) *Nature*, 406, 365.

- programming a Stroop Experiment
- running a Stroop Experiment

January 15th - Analyzing the data, outlier trimming and rudimentary data analysis/summarization using Microsoft Excel.

January 17th

Intro to LABORATORY 1 - Strategic and Automatic Influences on Stroop Performance

January 22nd - LABORATORY 1 in class data collection and analysis.

January 24th - Finish LABORATORY 1 complete in class work on data analysis.

DEADLINE: Laboratory 1 must be submitted by January 24th

January 29th

Reading: John L Andreassi, J.L. (2000). Heart Activity and Behavior I: Developmental Factors, Motor and Mental Activities, Perception, Attention, and Orienting Responses. Chapter In Psychophysiology: Human Behaviour and Physiological Response. Lawrence Erlbaum Associates, London

- Psychophysiology of the human heart
- Introduction to Powerlab

January 31st

- Introduction to Using LabChart Software

Feb 5th

LABORATORY 2 Heart Rate Responses to Playing a Video Game (Tonic effects), and Heart Rate Changes in Anticipation of a loud Noise (Phasic effects)

- Reading: Turner, R. J., Carroll, D. and Courtney, H. (1983). Cardiac and metabolic responses to space invaders: An instance of metabolically-exaggerated cardiac adjustment? *Psychophysiology*, 20, 544-549.

January 7st

- LABORATORY 2 data collection and analysis for Laboratory 2.

February 12th

- LABORATORY 2 data analysis and completion of Laboratory 2.

DEADLINE: Laboratory 2 must be submitted by February 12th

February 14th

Introduction to electrodermal measures, and recording of skin conductance levels and skin conductance responses (SCRs) using Powerlab.

Reading: Dawson, M.E., Schell, A.M., and Filion, D. (2007). The Electrodermal System. In *Handbook of Psychophysiology*, 3RD Edition, (J.T. Cacioppo, L.G. Tassinari, G.G. Bernston Eds.), Cambridge University Press.

Reading Armel, K.C., and Ramachandran, V. S. (2003). Projecting sensations to external objects: Evidence from skin conductance response. *Proceedings of the Royal Society, B: Biological Sciences*, 270, 1499-1506.

LABORATORY 3 - The rubber hand illusion

February 26th Data collection and analysis of Laboratory 3.

February 28th LABORATORY 3 - Completion of analysis for Laboratory 3.

DEADLINE: Laboratory 3 must be submitted by February 28th

March 5th Introduction to Macros in LabChart

LABORATORY 4 Analyzing Slot Machine Outcomes: Wins, Losses and Near Misses.

Reading: Dixon, M.J., MacLaren, V., Jarick, M., Fugelsang, J.A., and Harrigan, K.A. (2012, in press). The Frustrating effects of just missing the jackpot: Slot machine near-misses trigger large skin conductance responses, but no post-reinforcement pauses. *Journal of Gambling Studies*.

March 7th - LABORATORY 4 - Data Analysis for Laboratory 4.

March 12th - LABORATORY 4 - Data Analysis for Laboratory 4.

March 14th - LABORATORY 4 - Data Analysis for Laboratory 4.

DEADLINE: Laboratory 4 must be submitted by midnight March 14th

DEADLINE: 1 Page Proposal for the final paper due midnight March 14th

March 19 Begin Work on student projects

March 21st, 26th, 28th, April 2nd, 4th, In-class work on the student projects.

DEADLINE: April 18th FINAL REPORTS DUE

The Information That Appears on All Course Syllabi...

Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum.

If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandes' contact information is as follows:

Email: mafernan@uwaterloo.ca
Ph 519-888- 4567 ext 32142

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable January have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity:

- To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:
- Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]
- Discipline:** A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm) - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>
- Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable January have grounds for initiating a grievance. Read [Policy 70](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm) - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>
- Appeals:** A student January appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>
- Academic Integrity website (Arts):** http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
- Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.