

(Zoom)

Summary

This course will focus on the effects of stress on aspects of cognition. Topics will include the physiological manifestations of stress, changes in brain anatomy and cognition during stress, and the effects of different kinds of coping on brain and behaviour. As a seminar-level course, class will be highly interactive with student-led discussions, presentations, activities, and reflections and thus attendance is mandatory.

Learning Objectives

- % \ W K H H Q G R I W K L V F R X U V H \ R X Z L O O «
- x understand the effects of stress at a physiological and cognitive level.
 - x know in what ways coping strategies affect the brain and mind.
 - x develop communication skills (speaking, writing).
 - x advance science literacy through assessing and critiquing ideas.

REQUIREMENTS

Registration

Before you take this course, you

PSYC 300B (or STAT 256 or STAT 261)

The last day to add courses is

Participation (20 x 1% = 20%)

Seminar-level courses are designed to engage students while creating an atmosphere for intellectual development. As such, students are encouraged to discuss topics, ask questions, and work together in group activities in a cordial manner.

- x **You will be graded on the quality of your participation**, such that you will receive 0 = no presence, 0.5 = attendance, 0.75 = meeting expectations, 1 = exceeding expectations.
- x There is a total of 22 sessions, giving students the opportunity **to miss 2 classes with no grade penalty.**

Discussion Forums (5 x 3% = 15%)

The goal of this activity is to give students an opportunity to think more deeply about the material, and to generate ideas for in-class discussion. Each topic will be accompanied by a Forum in which students will either create a topic for discussion or respond to a topic created by another student.

- x **You will be graded on the quality of your question/response**, such that you will receive 0 = no posting, 1 = superficial content, 2 = meeting expectations, 3 = exceeding expectations.
- x There will be a total of 10 Forums lasting an entire week, giving students the opportunity **to miss 5 discussions with no grade penalty.**

Final Take-Home Exam (20%)

You will be asked to integrate and apply the knowledge you obtained in this course in an open-book, take-home exam. You will have 2 days to complete a series of essay questions. More details to follow in class.

*Tentative Course Schedule

Week	Tuesday	Thursday	Due
1	Jan 12 th Introduction	Jan 14 th Topic: How does Stress affect physiology?	
2	Jan 19 th -21 st	Hormones	Disc/PR Fri 22 nd 10:00pm
3	Jan 26 th -28 th	Feeding Behaviours	Disc/PR Fri 29 th 10:00pm
4	Feb 2 nd -4 th	Sleeping	Disc/PR Fri 5 th 10:00pm
5	Feb 9 th -11 th	Topic: How does Stress affect psychology?	
6	Reading Break ±No classes		
7	Feb 23 rd Cognition; Memory	Feb 25 th Presentation	Disc/PR Fri 26 th 10:00pm
8	Mar 2 nd Cognition; Attention	Mar 4 th Presentation (R. Proposal 10:00 pm)	Disc/PR Fri 5 th 10:00pm
9	Mar 9 th Emotions	Mar 11 th Presentation	Disc/PR Fri 12 th 10:00pm
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www.uvic.ca/services/indigenous/students/programming/elders/

Mental health supports and services are available to students from all areas of the UVic community:
www.uvic.ca/mentalhealth/undergraduate/

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence