

Course Schedule

* subject to change *

	Topics/Daily Activities	Deliverable/Due Dates
Week 1 Jan 13	LECTURE: From Epicurus to Panksepp: course introduction, philosophical and historical perspective of the field. IN-CLASS: Take brief survey (not for grade) on class core concepts	
Week 2 Jan 20	SCREENING: <i>Brain Hero</i> . IN-CLASS: Brain Architecture Game (in teams of 3-4 people)(1 credit toward participation)	
Week 3 Jan 27	LECTURE: The impact of timing and quality of early childhood experiences in brain development, toxic stress, executive function	EXTRA CREDIT: Prepare a 1-2 page reflective blog post of one's personal environment of relationships at critical periods (submit via Blackboard)
Week 4 Feb 3	LECTURE: Resilience and lifelong health outcomes, sensitive periods, neuroplasticity, what lies ahead, unanswered questions vs. hard evidence, junk science, brain training games. GUEST: Pat Levitt, PhD	TAKE-HOME EXAM: topics announced by email

<p>Week 5 Feb 10</p>	<p>LECTURE: Affect regulation, emotional systems, trauma, anxiety, depression, science of psychotherapy, challenges of measuring emotion. DEMO: <i>Nevermind</i>. GUEST: Jeff Newell, USC Psychology Dept, PhD student.</p>	
<p>Week 6 Feb 17</p>	<p>LECTURE: Theory of mind, mentalization, mindfulness, presence, empathy assessments and interventions. DEMO: <i>Pluff, Social Clues</i>. IN-CLASS: Form groups for GROUP PROJECT I, receive topics.</p>	
<p>Week 7 Feb 24</p>	<p>LECTURE: Sensorimotor control, action perception, biological motion perception, mirroring, synchrony, affinity, motion sensing technology. DEMO: <i>Watergait, Adventurous Dreaming Highflying Dragon</i></p>	<p>TAKE-HOME EXAM DUE via Blackboard</p>
<p>Week 8 Mar 3</p>	<p>LECTURE: Self and identity, gender, LGBTQ issues, bullying, personality, activist games, school-based training, social dynamics of play, modeling. SCREENING/DEMO: <i>Oral History Project (The Lavender Effect), Finding Zoe</i></p>	
<p>Week 9 Mar 10</p>	<p>LECTURE: Aging, chronic illness, quality of life, isolation, intergenerational issues, gerotechnology, interactive neurotherapeutics. DEMO: <i>Skyfarer, The Voice in the Garden</i>. GUEST: Maryalice Jordan-Marsh, PhD, RN, FAAN</p>	
<p style="text-align: center;">Week 10 – Spring Break Mar 17</p>		

<p>Week 11 Mar 24</p>	<p>LECTURE: Orphan & emerging challenges in public health, neuroscience and medicine; the legacy of mind/body dualism, reframing mental health, redefining the user/patient/client/human experience. DEMO: <i>Next Week's Game, Code Black excerpt</i></p>	<p>WRITTEN ASSIGNMENT I DUE:2-3 page critical experience analysis of an existing intervention OR, 2-3 page design rationale proposal for a new intervention</p>
<p>Week 12 Mar 31</p>	<p>LECTURE: Death, grief and bereavement, suicide, survivor guilt, epigenetic impact, social media, virtual archiving. GUEST: Pamelyn Close, MD. DEMO: <i>Inner Vision, The Night Journey</i></p>	
<p>Week 13 Apr 7</p>	<p>LECTURE: Using a transtheoretical heuristic to design theory-informed interventions I: cognitive challenge, affect regulation, dialectical engagement, somatic gratification, socioecological validity, semiotic integrity. SCREENING: <i>[experiment excerpts]</i>. DEMO: <i>Enchanted Garden</i>.</p>	<p>WRITTEN ASSIGNMENT II DUE:2-3 page literature review on special topic related to aging with critical look at implementation of existing interventions +GROUP PROJECT I DUE</p>
<p>Week 14 Apr 14</p>	<p>Video recording of full body interactive entertainment experience for Group II project</p>	

<p>Week 15 Apr 21</p>	<p>LECTURE: Using a transtheoretical heuristic to design and evaluate theory-informed interventions: cognitive challenge, affect regulation, dialectical engagement, somatic gratification, socioecological validity, semiotic integrity.</p>	
<p>Week 16 Apr 28</p>	<p>LECTURE: Study design as experience design, ethics, consent form design, recruitment, data collections; class exit survey</p>	<p>WRITTEN ASSIGNMENT III DUE: Use the transtheoretical heuristic to refine your previous paper to propose an intervention and study design that can help answer a research question or provide data for testing a hypothesis.</p>
<p>FINAL May 11 4:30-6:30pm</p>	<p>OPEN HOUSE @ SCI 308</p>	<p>GROUP PROJECT II DUE DIGITAL PORTFOLIO DUE WRITTEN ASSIGNMENT IV DUE: Prepare a study informed consent form for your previously proposed intervention</p>