Psychology 271
Resilience: The Science of Positive Adaptation
Spring 2021 – 3 credit hours (SYNCH CRN: 43614)

	Instructor	**Teaching Assistant**	**Teaching Assistant**
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Drop-in hours	Thurs 3:30-4:30 & by appointment	By appointment	By appointment
Zoom Link	https://bit.ly/3hAJEcX		

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COURSE DESCRIPTION

All people encounter stress, and how successfully they cope can vary based on a variety of factors including genetics/biology, developmental history, cognitive style, emotional intelligence, and interpersonal relationships. This online course will introduce students to both the **science & practice of resilience**. Through a combination of lectures, videos, reading assignments, and discussion, students will learn the **psychological science** about how stress, adversity, and trauma can undermine resilience, but also how protective factors can help people maintain healthy functioning or even grow as a result of their difficult life experiences. Students will also **practice** scientifically-validated "Resilience Rewirements" (a.k.a. "RReWis", a.k.a. "self-care practices") that can improve one's ability to cope successfully with stress. By the end of the semester, students will gain a new understanding about stress, including some of its benefits, and leave with a set of evidence-based strategies and habits for living more happy, resilient lives.

This course meets requirements for the General Education Core: *Understanding the Individual and Society*.

Prerequisite: PSCH 100

Rationale: Why this course now?

This is the course I've wanted to teach ever since graduate school where I did my Ph.D. dissertation research on resilience. As an educator, I want nothing more than to synthesize and share what decades of psychological science has discovered about ways people can live more resiliently in a stressful 21st-century—a world where too many people are

faced with challenges such as poverty, war, social injustice, violence, child maltreatment, natural disasters, and climate change. Today's college students are experiencing what some have called an "mental health epidemic" and currently, we are confronting the COVID-19 pandemic as well. There has never been a better time for a course on resilience.

The internet and social media are now the primary source of news and information for many Americans. Tips abound on the internet about how to do "self-care" which has become somewhat of a buzzword. However, it is vitally important to know the difference between trustworthy advice and misinformation that might be ineffective or even potentially dangerous (for example: https://bit.ly/3aGQ20s). This course provides an opportunity to learn and practice **"information literacy"** in order to critically evaluate internet sources and to rely on only the best, most valid information about how to be more resilient.

Resiience "Rewirements" (RReWis)

Research on behavior change and many failed New Year's resolutions tell us that simply knowing what's good for us or simply deciding to adopt a healthy behavior often does not "stick." That's why in this course students must not only learn the science behind resilience-building behaviors, but must train or "rewire" themselves to make lasting behavior changes. The term "rewirement" is borrowed from Dr. Laurie Santos, a psychology professor at Yale University and the instructor of the "viral" Coursera course on "The Science of Well-being." Each week, you will be assigned one "Resilience Rewirement" to practice and track in a log. In the last three weeks of the semester, you will choose one RReWi on which to base your final project and paper.

Course Objectives:

By the end of this course, students will be able to:

1. Define what psychological resilience means
2. Identify risk factors that can undermine resilience
3. Understand both genetic and non-genetic processes that promote resilience
4. Articulate conditions under which stress can promote resilient development
5. Read and critically evaluate non-scholarly internet sources on resilience
6. Engage in constructive discussion with classmates and the instructional team in an online environment
7. Describe evidence-based behaviors that improve resilience
8. Apply strategies to develop and maintain a resilience-building practice

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METHOD OF INSTRUCTION

This online course consists of both **synchronous** (live) class meetings in Zoom and **asynchronous** assignments using "flipped instruction" techniques where students review learning content on their own time in order to spend class time for application of learning through discussion and active learning activities. The course is structured so that **each weekly learning module (12 total) begins on Thursdays and end on Wednesdays.** Reading assignments, lecture videos, and other learning materials will be posted each week before Thursday. You are invited to attend **Thursday "Silent Meeting/Q&A"** sessions with the instructor and/or teaching assistants while reading and reviewing the week's learning materials.

Attendance in **Tuesday class meetings is strongly encouraged** and will consist of discussions, learning activities, and demonstrations that will take place with the entire class and in breakout rooms. Students will be expected to come to class having watched lecture videos and reviewed class materials, and prepared to engage actively in discussion. Attendance will not be taken, but there will be occasional short assignments, such as one-minute papers, that must be completed for course credit.

Synchronous class sessions on Tuesdays will be **recorded** and made available on the course Blackboard. Please email me if you have concerns about being recorded and we will work together to find ways to accommodate or assist you so you can still participate in these live sessions without your video on.

You will be expected to devote an amount of time similar to what you would have spent in a traditional in-person course (a total of **6-9 hours per week**). In addition, you will be expected to devote **10-20 minutes per day to practice Resilience Rewirements**. There are no "traditional" exams in this course, but students will spend time studying for 5 quizzes, and completing a midterm self-reflection. There is one group project—a Book Club, an Information Literacy assignment, and a final project in which students will conduct research on a Resilience Rewirement of their choice and write a final paper.

COURSE BLACKBOARD

Our Blackboard course site has been organized to facilitate both access to course materials and to a broad array of UIC campus resources and community information such as advising support, online events, health and wellness tools, etc. The information is provided at the university, college, and department/course levels to help you more efficiently navigate to the resources and tools you need to be successful in your courses this semester. Students are expected to **log into the course site at regularly (every 24 hours recommended)** to learn about any developments related to the course as well as to upload assignments and communicate with classmates. For all technical questions about Blackboard, email ACCC Learning Technology Solutions at LTS@uic.edu.

Course Communication

Engaging in clear and frequent two-way communication in this online course will be critical for success. The best way to contact Dr. K-C and the course TAs is after class on Tuesdays or during the Thursday Q&A session. This is the most efficient and immediate way to address your questions or concerns. If you email us, **please include in the subject line "PSCH 271."** We will strive to reply to your emails within a 24-hour period M-F. If requesting meetings, please list several days & times when you are available so that we can easily find a time that will work for us both.

Weekly announcements, a "to-do" checklist, and reminders will be posted on the Blackboard Announcements page and emailed to the class. These communications are important and part of your weekly **required** reading assignments. Please do not ignore them.

Drop-in Hours: For the purposes of this class, drop-in hours for Dr. K-C will be during "Q&A" class time on Thursdays 3:30-4:45pm which will be hosted by Dr. K-C, Veronica, or Sushma. Dr. K-C will be available to meet with students on any Thursday, even outside of the "Q&A" session for any discussion involving private topics. If you need to meet at another time, please email Dr. K-C, Veronica, or Sushma and list several days & times when you are available so that we can easily find a time that will work.

COURSE MATERIALS

Online students will need regular access to a personal computer that runs on a broadband internet connection. Please contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities. https://accc.uic.edu/contingency/online-learning-students/basic-requirements-students/technology-tools-students/

There is **no textbook** for this course, mainly because there are no psychology textbooks on the topic resilience. Also, in order to help students save money, I have carefully curated a selection of free materials that are already available on the web or PDFs that I can share with you according to UIC's Fair Use Policy.

The only materials I cannot provide for free are the memoirs that students can choose from for the March Book Club assignment. You will choose one of the books on the list below, which can be purchased from the UIC Bookstore, borrowed from your local public library, or you may rent/borrow an ebook (see https://www.moneycrashers.com/rent-borrow-ebooks-online/ for guidance).

March Book Club List of Memoirs (choose one)

Although you are welcome to choose a book and start reading early, you may want to wait a few weeks so that you can analyze the book while applying new knowledge about resilience that you gain in this course. **Please be forewarned** that all of these autobiographies contain stories of the authors' experiences with trauma, loss, and adversity which can be difficult to read, but they also describe paths toward recovery and resilience which is ultimately positive and uplifting. Please click on the links to read reviews of each book so that you can make an informed choice. Details about the Book Club/Case Study assignment (**DUE Friday April 2nd**) will be provided by late-January.

- *Butterfly Boy: Memories of a Chicano Mariposa* by Rigoberto González (2006) https://www.goodreads.com/book/show/574298.Butterfly_Boy

- *Know My Name* by Chanel Miller (2019) https://www.goodreads.com/book/show/50196744-know-my-name

- *Call Me American: A Memoir* by Abdi Nor Iftin (2018) https://www.goodreads.com/book/show/36750057-call-me-american

- *Men We Reaped* by Jesmyn Ward (2013) https://www.goodreads.com/book/show/17286683-men-we-reaped

- *Educated* by Tara Westover (2018) https://www.goodreads.com/book/show/35133922-educated

COURSE POLICIES

Our Inclusive Learning Environment

UIC values diversity and inclusion. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member

of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify me as soon as possible.

Accommodations for Disabilities. UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) via email at drc@uic.edu, or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA (email me a copy), I will gladly work with you and the DRC to implement approved accommodations.

Academic Integrity - Student Community Standards

UIC is an academic community committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.

As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the UIC Student Disciplinary Policy for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity.

Respect for Copyright

Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the hard work and time that instructors and TAs put into creating course materials such as exam and quiz questions, worksheets, lecture videos, Powerpoint slides, and reading materials. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course. I am grateful for your cooperation in honoring this important request.

Privacy Notification and Policy for Video Recording of Synchronous Class Sessions

We will be recording the Tuesday class sessions for students who are unable to attend. The recording feature for others is disabled so that no one else will be able to record this session through Zoom. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.

If you have privacy concerns and do not wish to appear in the recording, turn OFF your camera and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or your TA only (and not to "everyone"), or you may speak to me or a TA after class on Tuesdays or in Thursday meetings. If you have questions or concerns about this video recording policy, please contact me before the 3rd week of the semester.

Participation & Engagement: Research has shown that students can only learn a limited amount from lectures alone, no matter how clear or entertaining. People learn more from being actively engaged with the material while learning. Therefore, active participation and collaboration is an integral part of your learning in this course, and is strongly encouraged.

Religious holidays: I will make every effort to avoid scheduling quizzes or requiring student assignments to be submitted on religious holidays. If you wish to observe your religious holidays, please notify me by the tenth day of the semester of the date when you will be unable to submit an assignment by the due date. If the religious holiday is observed on or before the tenth day of the semester, please notify me at least five days in advance of the date when you will be unavailable to complete an assignment. If a quiz or assignment is due during your absence, you will be given a quiz or assignment equivalent to the one completed by those students in attendance. Students may appeal through campus grievance procedures for religious accommodations.

Late Assignment Policy: It is best to submit assignments before the due date, but we understand that life happens and we're currently in the midst of a pandemic. Therefore, **late submissions are permitted for all assignments except for Thursday Quizzes** which must be taken on the scheduled day and time. Keep in mind that only your top 3 quiz scores will count toward your final grade.

If you missed a due date, please do your best to submit the assignment as soon as possible. Typically, in the absence of a DRC Letter of Accommodation, any assignment submitted more than 24 hours past the due date will lose 10% of the total points possible on the assignment. For example, an assignment worth up to 50 points will lose 5 points. Five days past the due date results in a 20% deduction, and 10 days or more past the due date results in a 30% deduction.

If you find yourself falling behind and having trouble keeping up with assignments, **please do not hesitate to speak with me.** What's important is that you complete assignments, learn something, and get credit for the course while protecting your mental health and strengthening your resilience, so please do not give up and disappear without communicating with me first.

COURSE REQUIREMENTS & GRADING: (272 points total)

The course is designed with a variety of assignments with each one worth no more than 18% of the total grade. Some assignments will be graded simply for completion according to instructions & timeliness, and others will be evaluated for quality. This means that there is no single assignment that will "make or break" your course grade, and assignments are designed to motivate you to keep up with the weekly content and learning opportunities. I

believe everyone can benefit from learning more about resilience so I encourage you to set aside time every week this semester to do this important work.

*Note: Each learning module starts on Thursdays and ends on Wednesdays. Please label each module in your calendar "Module 1," "Module 2," "Module 3" etc. every Thursday of the semester on your calendar, starting on January 14th.

1. ***Tuesday Discussion Participation (5 x 6 = 30 points).*** Students will receive credit for active engagement in live class discussions Tuesdays throughout the semester. Evidence of active engagement will be assessed using short assignments, such as "1-minute papers," that will be due at the end of Tuesday live sessions. Each of 6 assignments will be worth up to 5 points each.

2. ***Thursday Quizzes (Best 3 out of 5; 24 points each x 3 = 72 points total).*** Five short multiple-choice or True-False quizzes of 12 questions each will be administered during Thursday class time via Blackboard. The content covered in each quiz will be the material covered since the last quiz. Specific dates are:

   - **Jan 21: Extra credit Practice Quiz**
   - **Feb 4, Feb 18, Mar 4, Mar 18, Apr 15**

   You will be given **24 minutes** to complete each quiz during class time on Thursdays. 24 minutes is enough time to review your notes, but not enough time for you to read articles of watch videos for the first time, so you will do much better if you do your reading and watching assignments in advance. You do not have to attend the class Zoom to take the quiz, but you must set aside time on the **designated Thursday afternoons between 3:30-4:45pm to do the quiz.** Quizzes are **open-resource** meaning that you may use any notes or materials you'd like, but you must complete the quiz **on your own** and you must not share quiz questions with anyone. There will be **no make-up quizzes** for any reason (except with a Letter of Accommodation), and only the best 3 scores out of 5 will count toward your final course grade.

3. ***Information Literacy Assignment (20 points).*** Students will be asked to evaluate two websites using The CRAAP Test to determine the trustworthiness of the information and to answer questions on a Google Form. This exercise directly relates to the Final Paper Assignment in #7 below so please be sure to complete this assignment in order to be prepared for the final project. **DUE Friday, March 12th.**

4. ***March Book Club/Case Study Project (30 + 10 = 40 points).*** Students will choose one book from a list of four memoirs ([see above](#)) to read in a **Book Club of 5-6 students.** Book club members must meet virtually with each other a minimum of 2 times during the month of March to share thoughts and reactions to the book, and to analyze the resilience of the book's author. Once the analysis is complete, club members will work together to synthesize their conclusion about author's resilience. Each Book Club may choose to write a short paper, create a Powerpoint with audio narration, record a podcast, design an infographic, or make a video using VoiceThread or another recording platform. Each Book Club will submit one assignment together as a group and all members will receive the same grade (up to 30 points). Book Club members will also rate each other on the quality of their contributions to the project and their responsiveness to communication for a peer evaluation grade of up to 10 points. Further details will be provided in by late-January. **DUE Friday, April 2nd.**

5. ***Midterm Self-reflection (30 points).*** Aside from Thursday Quizzes, there are no "traditional" exams in this course. Instead, students will be asked to respond to a set of open-ended questions to evaluate their own performance and learning in the course. The Midterm Self-reflection will be open online from **3:30pm on Thursday, March 18th to 11:59pm on Friday, March 19th**.

6. ***Resilience Rewirements (3 x 10 = 30 points).*** Each week, students will practice a different scientifically validated strategy (e.g., breathe, mediate, laugh, sleep) to build their own resilience. Students can earn up to 3 points for each weekly RReWi by submitting a log or other documentation of their activities on a digital tool, usually a Google Form. RReWis are not optional; they are absolutely required and I consider them to be one of the most important aspects of this course because they can help you to better manage your stress and be more healthy. There are a total of 11 assigned RReWis (#1 – 11) and students can receive up to 3 points for any 10 of their choice (in other words, you can skip one if you choose). (RReWis #0 and #12 will be for extra credit points.) **All RReWis are due at the end of each module on Wednesdays by 11:59PM.**

7. ***Final Resilience Rewirement Challenge Paper (50 points).*** In the last 3 weeks of the semester, students will choose one Resilience Rewirement to practice in earnest while conducting research on the scientific evidence showing that the particular RReWi does indeed promote resilience. Papers require a minimum of 3 references: 2 references must be internet sources—the kind you find by "Googling" your topic, and the 3rd reference must be an empirical study published in a scholarly journal. In addition to summarizing your three references, you will evaluate your two internet sources using The CRAAP Test, and describe evidence-based strategies you used to develop your RReWi into a healthy habit. The paper will end with a personal reflection on your experience of the Final RReWi Challenge plus a final course self-reflection. The paper must be written in APA style, no **more than 6 pages**, double-spaced. A title page & references page are not included in the 6-page requirement (no abstract necessary). **DUE Sunday, May 2nd.**

GRADING POLICY: Final grades will be determined by total points as follows.

Letter Grade	Minimum Points	Percentage
A	244.8	90% - 100%
B	217.6	80% - 89%
C	190.4	70% - 79%
D	163.2	60% - 69%
F	Less than 163.2	< 60%

In the event of partial points, I will round up final grades if the decimal point is .5 or higher (for points, not for percentages). If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). Absolutely no exceptions will be made to these policies.

EXTRA CREDIT: There will be a few extra credit opportunities provided throughout the semester so keep checking in on Blackboard, watch recorded lectures, and read my weekly emails and announcements!

Department of Psychology, University of Illinois at Chicago
PSCH 271 – Spring 2021 (Kim-Cohen) last updated Jan 11
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COURSE CALENDAR

This calendar provides an outline of each week's content. Please see the **Weekly Content folder in Blackboard** for specific details regarding readings/videos, assignments, and Resilience Rewirements for each week of the semester.

There are 12 learning modules. **Each module starts on a Thursday and ends on a Wednesday.** Class attendance is strongly encouraged. Learning materials for each module will be posted before Thursday. Thursday Silent Meeting/Q&A sessions will be hosted by Dr. K-C, Veronica, or Sushma each week, and are designated times for students to watch lecture videos, study assigned readings, and ask questions in Zoom. Students will need also to spend time outside of class time to finish weekly reading & watching assignments.

Quizzes will be administered during Thursday sessions on dates posted below (highlighted in yellow). Quizzes must be completed no later than 4:45pm on Thursdays when they are administered.

Class attendance is required on Thursdays March 4 and March 11 for Book Club meetings.

Tuesday class sessions will involve a live review of the week's module, class discussions, demonstrations, and activities.

Please note that **all due dates** in this course are by **11:59pm.**

Date		Assignments Due
Tue Jan 12	• Introduction, Course Overview	Read syllabus & explore course Blackboard
Thurs Jan 14 – Wed Jan 20	**Module 1:** **How is resilience defined & what promotes it?** • Thursday (JKC): Silent Meeting/Q&A • Tuesday: Review & Discuss • *RReWi #0: Assess Your Own Resilience (extra credit)* • *RReWi #1: Breathe*	**Wed Jan 20** RReWi #0 RReWi #1
Thurs Jan 21 – Wed Jan 27	**Module 2:** **What does "good adjustment" look like?** **Building healthy habits, part 1 - Situation Support** • Thursday (SR): Silent Meeting/Q&A • Tuesday: Review & Discuss • *RReWi #2: Resilience Soundtrack*	**Wed Jan 27** RReWi #2
Thurs Jan 28 – Wed Feb 3	**Module 3:** **What undermines resilience? Risk, stress, trauma, adversity** **Building healthy habits, part 2: Goal Setting** • Thursday (VK): Silent Meeting/Q&A • Tuesday: Review & Discuss • *RReWi #3: Gratitude Journal*	**Wed Feb 3** RReWi #3

Thurs Feb 4 – Wed Feb 10	**Module 4:** **How does stress get "under the skin?"** **Part 1: HPA Axis & allostatic load** • Thursday (JKC): **THURSDAY QUIZ 1**; Silent Meeting/Q&A • Tuesday: Review & Discuss • *RReWi #4: Exercise*	**Thurs Feb 4** Quiz 1 on Modules 1-3 **Wed Feb 10** RReWi #4
Thurs Feb 11 – Wed Feb 17	**Module 5:** **How does stress get "under the skin?"** **Part 2: epigenetics, telomeres (mediation)** • Thursday (SR): Silent Meeting/Q&A • Tuesday: Review & Discuss • *RReWi #5: Sleep*	**Wed Feb 17** RReWi #5
Thurs Feb 18 – Wed Feb 24	**Module 6:** **Who is most at risk & when? Diathesis-stress & GxE (moderation)** **Correlational & Experimental Research Designs** • Thursday (VK): **THURSDAY QUIZ 2**; Silent Meeting/Q&A • Tuesday: Review & Discuss • *RReWi #6: Self-compassion*	**Thurs Feb 18** Quiz 2 on Modules 4 & 5 **Wed Feb 24** RReWi #6
Thurs Feb 25 – Wed Mar 3	**Module 7:** **"Orchids & Dandelions" - Differential Susceptibility & the Plasticity Hypothesis** • Thursday (JKC): Silent Meeting/Q&A • Tuesday: Review & Discuss • *RReWi #7: Create* • **Start March Book Club**	**Wed Mar 3** RReWi #7
Thurs Mar 4 – Wed Mar 10	**Module 8:** **"What doesn't kill us…"** **Stress-inoculation & Post-traumatic Growth** **Information Literacy & The CRAAP Test** • Thursday (SR): **THURSDAY QUIZ 3**; **Book Club Meeting 1 (required attendance)** • Tuesday: Review & Discuss • *RReWi #8: Laugh*	**Thurs Mar 4** Quiz 3 on Modules 6 & 7 **Wed Mar 10** RReWi #8
Thurs Mar 11 – Wed Mar 17	**Module 9:** **Rethinking Stress – Mindset & Reappraisal** • Thursday (VK): Silent Meeting/Q&A; **Book Club Meeting 2 (required attendance)** • Tuesday: Review & Discuss • *RReWi #9: Rethinking Stress*	**Fri Mar 12** CRAAP Test Assignment **Wed Mar 17** RReWi #9
Thurs Mar 18	• Thursday (SR): **THURSDAY QUIZ 4** • Midterm Self-reflection	**Thurs Mar 18** Quiz 4 on Modules 8 & 9 **Fri Mar 19** Midterm Self-reflection

	SPRING RECESS – NO CLASS MEETINGS ON MARCH 23 & 25	
Tues Mar 30	**Guest Lecture: Dr. Annie Armstrong, UIC Daley Library on Information Literacy**	
Thurs Apr 1 – Wed Apr 7	**Module 10:** **The Psychology of Courage** **Operant conditioning, Avoidance & Negative Reinforcement** • Thursday (VK): Silent Meeting/Q&A • Tuesday: Review & Discuss • *RReWi #10: Meditate*	**Fri Apr 2** Book Club Assignment Book Club Peer Ratings **Wed Apr 7** RReWi #10
Thurs Apr 8 – Apr 14	**Module 11:** **Emotional intelligence (RULER)** **Emotion regulation** • Thursday (JKC): Silent Meeting/Q&A • Tuesday: Review & Discuss (last meeting) • *RReWi #11: Connect with Nature (VoiceThread)* • ***Start your Final Resilience Rewirement Challenge***	**Wed Apr 14** RReWi #11
Thurs Apr 15 – Wed Apr 21	**Module 12:** **How do other people help us be more resilient?** **• Quotidian resilience & Social Baseline Theory** • Thursday (SR): **THURSDAY QUIZ 5**; Silent Meeting/Q&A • *Tuesday: no class meeting* • ***Continue your Final Resilience Rewirement Challenge***	**Thurs Apr 15** Quiz 5 on Modules 10 & 11
Thurs Apr 22	• Thursday (VK): Silent Meeting/Q&A	
Tues Apr 27	• *Tuesday: no class meeting*	
Thurs Apr 29	• Thursday (JKC): Silent Meeting/Q&A (last meeting) • *RReWi #12: How has your resilience changed? (extra credit)*	**Fri Apr 30** RReWi #12
Sun May 2	• **Submit your Final Resilience Rewirement Paper**	**Sun May 2** Final Paper

UIC RESOURCES SUPPORTING STUDENT WELLNESS & ACADEMIC SUCCESS

As an undergraduate at UIC, you may experience challenges such as struggles with academics, finances, student life, or your personal well-being. Please know this is completely normal and that you shouldn't hesitate to ask for help. Come to me, or if it is about an issue beyond the scope of this class, please contact your college advisors, or get help from any number of other support services and resources available to all UIC students:

- Student Academic Resources
- UIC Tutoring Resources
- Offices, Programs, and Initiatives Supporting the UIC Undergraduate Experience and Academic Programs
- Current Student Resources (General, Academic, Student Support, Student Life, Technology, Health and Safety, Getting Around Campus)

Importantly, if you are in **immediate distress**, please call the UIC Counseling Center at (312) 996-3490 to speak directly with a counselor or to schedule an appointment with a counselor. If calling after business hours (which at UIC are typically from 9am -5pm, M-F), press 2 to be connected to a crisis counselor. You can find additional online mental health resources on the Counseling Center Resources page.

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time, preferably early on (i.e., before a quiz date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from an advisor in the Office of Advising Development (http://advising.uic.edu/).

The Writing Center offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an appointment, visit the Writing Center website.

The UIC Library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at http://library.uic.edu/. To find research materials in specific subject areas view the Research Guides at http://researchguides.uic.edu/.

The Academic Center for Excellence (ACE) can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit https://ace.uic.edu/ for more information.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9am -5pm). If calling after hours, press 2 to be connected to a crisis counselor.

The Campus Advocacy Network provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit http://can.uic.edu/. To make a report to UIC's Title IX office, email TitleIX@uic.edu or call (312) 996-5657

Student Veterans Affairs serves military veterans and their dependents during their time at UIC. Student Veterans Affairs staff provide students with information about VA educational benefits, certifies GI Bill® benefits, and answers questions about life on campus. The office also has resources for students who need help making their academic pursuits as successful as possible. Veteran Integration to Academic Leadership (VITAL) program is a collaborative effort between UIC and Jesse Brown VA to provide direct assistance navigating the VA Benefits System. Student Veterans Affairs staff are located in the Office of the Dean of Students, 3030 SSB or at the Cisar Student Veteran Center, 248 SCE, in the Commuter Resource Center suite. If you have any questions, please feel free to contact Student Veterans Affairs staff at (312) 996-4857 or visit the website at http://dos.uic.edu/studentveteranaffairs.shtml.

Campus Security

As a UIC student, you've chosen to be in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are DISCOURAGED from staying in university buildings alone, including lab rooms, after hours and are ENCOURAGED to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling (312)996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312)996-6800 if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Navigate to Life at UIC for more information.

Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. Navigate to the UIC SAFE Toolkit to download the app.

Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, (312)355-5555, on speed-dial on your cell phone.

Emergency Response Systems and Guides
The emergency response guide can be found at the UIC Ready. Please review and acquaint yourself with the guide and recommendations for various emergency situations.

DISCLAIMER

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes as the course needs arise.