

Psychology 271
Resilience: The Science of Positive Adaptation
Fall 2021 – 3 credit hours (ASYNCH CRN: 45163)

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Drop-in hours	MON 11:00-12:00	By appointment	By appointment
Zoom Meeting ID	203 444 0310		
Zoom Link	https://bit.ly/drkc_zoom		

Table of Contents (click on links below to navigate through the syllabus)

1. [Course Description, Rationale, Objectives](#)
2. [Method of Instruction](#)
3. [Course Blackboard & Communication](#)
4. [Course Materials](#)
5. [Book Club Options](#)
6. [Course Policies](#)
7. [Course Requirements, Assignments](#)
8. [Course Calendar](#)
9. [UIC Resources](#)
10. [Disclaimer](#)

COURSE DESCRIPTION

All people encounter stress, but 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 Reworkings” (a.k.a. “RReWis”, a.k.a. “self-care practices”) that can improve a person’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.

Towards the goal of making learning as impactful as possible this semester, and at the same time acknowledging the stress and anxiety you may be feeling about the uncertainties in your daily routines and educational experiences related to COVID-19, we will strive to abide by two overarching principles in this class:

1. engage in clear and frequent two-way communication regarding my expectations of you, the class workflow, and unexpected challenges arising that may impede your participation in required class sessions, including exams, or timely completion of assignments;

2. build an inclusive learning community in which we all abide by the same ground rules and ethical code of conduct. I look forward to connecting with you this semester. I will do my best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

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

Prerequisite: PSCH 100

Rationale: Why this course now?

I've wanted to teach this course 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 still coping with the COVID-19 pandemic. There has never been a better time for a course on resilience.

But, what *really* "works" to promote resilience? The internet and social media are now the primary source of news and information for many Americans. Tips are everywhere on the internet about how to do "self-care" which has become a quite a buzzword. However, it is vitally important to know the difference between trustworthy advice and misinformation that might be ineffective or even potentially dangerous. 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.

Resilience Rewirements (RReWis)

Decades of research on behavior change and many New Year's resolutions gone to waste 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 popular online Coursera course on "[The Science of Well-being](#)." You will be assigned one RReWi each week to practice and track each day. In the last three weeks of the semester, you will choose one RReWi to research and write your final 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

Our class will take place **asynchronously**, meaning our course does not have required synchronous (live) class sessions for you to attend. You will, however, be expected to devote an amount of time similar to what you would have spent in a “regular” lecture course by viewing videos, reading assigned materials, and completing class assignments (including Discussion Boards & October Book Club) for this course (**approximately 7-9 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. Near the end of the semester, students will read research about the Resilience Rewirement of their choice and write a [final paper](#) that is 7-8 pages long, double-spaced.

In addition, our class has optional **live sessions via Zoom each week on Wednesdays 1:00-2:00** in which your TAs and I will be available for real-time discussions and activities. These synchronous sessions 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 online live sessions without your video on.

Discussion Groups

In order to foster a stronger sense of community, students will be randomly assigned to **three discussion groups of 50 students** each for the entire semester. [Discussion Board assignments](#) will be conducted within each group rather than with the entire class of 150 students. You will receive an email with **your group assignment** (Groups 1-3) and you interact with and hopefully get to know members of your group over the coming weeks. In order to foster inclusiveness, group assignments are final and cannot be changed.

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 **read course emails/announcements** and **log into the course site 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 asynchronous course will be critical for success. The best way to contact Dr. K-C and the course TAs is via [email](#). **Please include in the subject line “PSCH 271.”** We will strive to reply to your emails within a 24-hour period M-F (slower on weekends). Good for you for reading this far. For extra credit, email Dr. Kim-Cohen with the name of your favorite animal no later than 5:00pm on

September 3. But please keep this quiet and let other students figure it out on their own. We ask that you do your best to reply back quickly, especially when communicating about scheduling a time to meet. When 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: Please feel free to drop-in without an appointment to Dr. K-C’s weekly **office hours on Mondays 11:00-12:00** via Zoom. The **meeting ID (203 444 0310)** and invitation link https://bit.ly/drkc_zoom will remain throughout the semester.

TA office hours will be by appointment and they would be happy to make themselves available to speak with you. Please reach out to Katherine & Sushma directly via email and suggest several dates and times when you are free to meet virtually.

An optional **Community Discussion Board** for the entire class is available in Blackboard for anyone to ask a question about the syllabus, make an announcement about resilience-related events and resources, seek encouragement from classmates for practicing Resilience Rewirements, etc. Dr. K-C and the TAs will occasionally check to see if we can answer questions, but this Community Discussion Board is meant to be **run primarily by students for students**. Any urgent questions should be emailed to the instructional team directly.

Course “Netiquette” Guidelines

Netiquette is a set of rules for behaving properly online. Much of our communication in this course will take place in the forums and through email. Here are some guidelines for online communication in this course:

- **Be sensitive** to different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- **Use good taste** when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- **Don’t use all capital letters** when composing your responses. This can be considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- **Be respectful** of others’ views and opinions. Avoid “flaming” (publicly attacking or insulting) others.
- **Be careful** when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- **Use good grammar and spelling**, and avoid using text messaging shortcuts.
- In emails, **always identify yourself and what class and section you are in**. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

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://it.uic.edu/services-support/student-resources/equipment-lending/>

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 five memoirs that students can choose from for the October Book Club assignment. You will choose only 1 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).

October 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. **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 reviews of each book so that you can make an informed choice. Details about the Book Club/Case Study assignment (**DUE Sunday October 31st**) will be provided in mid-September.

- *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 Iffin (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

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. In the same email to me, tell me your favorite flower. 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.

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, 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.

Privacy Notification and Policy for Video Recording of Synchronous Class Sessions

We will be recording the optional live (synchronous) 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 or Blackboard Collaborate. 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 video 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 contact me or your TA by email. If you have questions or concerns about this video recording policy, please contact me by the end of the Week 2.

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 and grappling 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 exams 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 Friday Quizzes** which must be taken on the scheduled day and time. Okay, now add to the same message to me your favorite musician or band. Remember to do this no later than 5:00pm on Friday, September 3. Keep in mind that only your top 3 Friday Quizzes 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 reach out to me by email.** 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, RESILIENCE REWIREMENTS, & GRADING: (275 points total)

The course is designed with a variety of assignments with each one worth no more than 16% 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 that in this course each week starts on Mondays and ends on Sundays. Please label each week “Week 1, Week 2, Week 3 etc.” on every Monday of your calendar starting on August 24th.**

***Note that all assignments are due on the dates indicated below (typically Thursday, Friday, or Sunday) by 11:59PM. See also the [Course Calendar](#).**

- 1. Discussion Board Posts & Replies (43 points).** We will use several different online tools such as Discussion Board and VoiceThread in Blackboard and shared Google tools to generate class discussions and create a sense of community. There will be **four discussion board assignments** (each worth 10 points) throughout the semester (**Weeks 2, 4, 7, & 12**) in addition to the **Introduce Yourself assignment** (3 points) in Week 1. For Discussion Board assignments, students will be asked to respond to one of several prompts/questions with an “original post” (5 points) and to **reply to two classmates’ threads (2.5 points each)**. Instructions and prompts will differ based on the content. Please keep in mind that to do a good job, you will want to **budget approximately 1 hour or more** to writing an original post and two replies. All Discussion Board assignments must be completed by **11:59PM on Sundays** in the week they are assigned. We suggest that you submit your original post on Thursdays so there is time to reply to classmates by the end of the day on Sundays.
- 2. Friday Quizzes (Best 3 out of 5; 24 points each x 3 = 72 points total).** Five short multiple-choice quizzes of 12 questions each will be given on Fridays in **Weeks 3, 5, 8, 10 & 12** via Blackboard. The content covered in each quiz will be the material covered in the two weeks prior to the quiz date. For example, Friday Quiz on Sept 24 will cover material in Weeks 4 & 5. Specific dates are:
 - **Sept 3: Extra credit Practice Quiz on the syllabus & course Blackboard**
 - **Sept 10, Sept 24, Oct 15, Oct 29, Nov 12**

All quizzes will be made available on BB for a **12-hour window** starting at **12pm on Fridays** in the week they are assigned and **must be completed by 11:59pm**. Once you start taking the quiz, you will be given **30 minutes** to complete it. Please do not wait too long to start the quiz; instead, give yourself plenty of time to log-in to Blackboard and get situated. Aim to complete the quiz before 11pm if possible and then get some sleep! If you quit in the middle of a quiz, you will not be allowed to re-take 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), but 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, October 1st.**
- 4. October Book Club/Case Study Assignment (30 + 10 = 40 points).** Students will choose one book from a list of five memoirs ([see above](#)) to read in a **Book Club of 5-6 students**. Book club members must meet virtually with each other at least once

in Weeks 7, 8, or 9 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 (submitting only slides often does not work well), record a podcast, design an infographic, make a video, or any other creative presentation format. 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. **Students who do not participate in the book club will not receive credit for this assignment.** Further details will be provided soon. **DUE Sunday, October 31st.**

5. **Midterm Self-reflection (20 points).** Aside from Friday 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 from **12pm on Thursday, October 21st to 11:59pm on Sunday, October 24th.**
6. **Resilience Reworks (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 (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 week by 11:59PM. Early submissions are not allowed. For example, do not fill out your daily ratings for the entire week on the first few days of the week. In other words, don't provide ratings for days that have not yet occurred.**
7. **Final Resilience Rework Challenge Paper (50 points).** In the last 3 weeks of the semester, students will choose one RReWi to practice in earnest while reading about 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 8 pages**, double-spaced. A title page & references page are not included in the 8-page requirement (no abstract necessary). **DUE Sunday, December 5th.**

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

Letter Grade	Description	Minimum Points	Percentage
A	Excellent	247.5	90% - 100%
B	Good	220	80% - 89%
C	Satisfactory	192.5	70% - 79%

D	Minimal Pass	165	60% - 69%
F	Not Passed	Less than 165	< 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!

COURSE CALENDAR

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

Each week starts on a Monday and ends on a Sunday when weekly Resilience Rewirements are due. Each week, there will be either a Discussion Board OR Friday Quiz, but the two will never be due in the same week. Assignment types are color-coded to help you keep track. Any changes to the calendar will be announced on Blackboard and via email.

Please note that **all due dates** in this course are by **11:59pm on Thursdays, Fridays, or Sundays** depending on the week. The earlier part of each week should be spent on reading & watching assignments.

Week #	Topic	Due Dates	Assignment	Points Possible
1	Overview, history & definition of resilience How is resilience defined & what promotes it?	Sunday 8/29	Discussion Board - Introduce Yourself assignment	3
			RReWi #0: Assess your resilience RReWi #1: Breathe	1 EC 3
2	What does "good adjustment" look like?	Friday 9/3	Extra Credit Practice Quiz – syllabus & BB	1 EC
		Thursday 9/2	Discussion Board 1 – Risk, Resilience & Well-being	10
		Sunday 9/5	Discussion Board Replies to 2 classmates	
			RReWi #2: Resilience Soundtrack & Singalong	3
(Last day to Add/Drop a Course – Friday, September 3rd)				
3	What undermines resilience? Risk, stress, trauma, adversity	Friday 9/10	Friday Quiz 1 (Available from 12pm on Friday)	24
		Sunday 9/12	RReWi #3: Gratitude Journal	3
4	How does stress get "under the skin?" Part 1: HPA Axis & allostatic load	Thursday 9/16	Discussion Board 2 – Risk, Stress, Trauma & Adversity	10
		Sunday 9/19	Discussion Board Replies to 2 classmates	
			RReWi #4: Exercise	3
Weeks 1-4 Total Possible Points				59
5	How does stress get "under the skin?" Part 2: epigenetics, telomeres (mediation) Information Literacy & The CRAAP Test	Friday 9/24	Friday Quiz 2 (Available from 12pm on Friday)	24
		Sunday 9/26	RReWi #5: Sleep	3

	Building healthy habits, part 1 - Situation Support			
Start October Book Club				
6	Who is most at risk & when? Diathesis-stress & GxE (moderation) Correlational & Experimental Research Designs	Friday 10/1	Information Literacy Assignment	20
		Sunday 10/3	RReWi #6: Self-compassion	3
7	"Orchids & Dandelions" - Differential Susceptibility & the Plasticity Hypothesis Building healthy habits, part 2 - Goal Setting	Friday 10/8	Discussion Board 3 – Mediators & Moderators of Stress	10
		Sunday 10/10	Discussion Board Replies to 2 classmates	
			RReWi #7: Connect with Nature (VoiceThread)	3
8	"What doesn't kill us..." Stress-inoculation & Post-traumatic growth	Friday 10/15	Friday Quiz 3 (Available from 12pm on Friday)	24
		Sunday 10/17	RReWi #8: Laugh	3
Weeks 5-8 Total Possible Points				90
9	Rethinking Stress – Mindset & Reappraisal	Sunday 10/24	Midterm Self-reflection (Available from 12pm on Thursday, October 21 st)	20
			RReWi #9: Rethinking Stress	3
(Last day for Late Drop – Friday, October 29th)				
10	The Psychology of Courage Operant conditioning, Avoidance & Negative Reinforcement	Friday 10/29	Friday Quiz 4 (Available from 12pm on Friday)	24
		Sunday 10/31	Book Club/Case Study Assignment DUE	40
			RReWi #10: Meditate	3
11	Emotional intelligence (RULER) Emotion regulation	Friday 11/5	Discussion Board 4	10
		Sunday 11/7	Discussion Board Replies to 2 classmates	
			RReWi #11: Create (VoiceThread)	3
12	How do other people help us be more resilient? Quotidian resilience & Social Baseline Theory	Friday 11/12	Friday Quiz 5 (Available from 12pm on Friday)	24
		Sunday 11/14	Start your Final RReWi Challenge	NA
Weeks 9-12 Total Possible Points				127
13	How to conduct a literature search Writing Workshop	Sunday 11/21	Continue your Final RReWi Challenge	NA

14	Work on your Final RReWi Challenge (Thanksgiving Break – half week)	Sunday 11/28	Optional RReWi: Gratitude Letter or "Visit"	1 EC
15	How to Live a Resilient Life Final Course Wrap-up	Sunday 12/5	Final RReWi Challenge Paper & Reflection	50
			RReWi #12: How Has Your Resilience Changed?	1 EC
Weeks 13-15 Total Possible Points				50
Total Course Points				275*
<p>*Note: Best 3 out of 5 Quiz Scores will be counted. 24 points each x 3 = 72 points total for Friday Quizzes.</p> <p>*Note: Students can receive up to 30 points for 10 out of 11 assigned RReWi assignments.</p>				

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, 9 am -5 pm). 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 live 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.