Psychology 353: LABORATORY IN COGNITION AND MEMORY

SPRING 2022 - 3 credit hours (CRN: 35527/35528) Sections BB/BS

Tue & Thur 1 pm to 2:50 pm, Room 2057 BSB

(In-Person Class. The first two weeks of class will be online)

Instructor:
Alessandra M. Passarotti, PhD
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Office: BSB 2056c
In-person Office Hours: By Appointment (Wednesdays 12:15 – 1:15pm)
Online Office hours: By Appointment

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In-person Office Hours: By Appointment (Thursdays 3 - 4pm)
Online Office hours: By Appointment

Note on Office Hours: We offer the option of in person or online office hours by appointment. Please email the Instructor and TA 24 hours in advance for an appointment. Appointments will ensure that we have plenty of time to dedicate to each student, and that students do not have to wait for their turn online. If you cannot meet during office hours, please email us some potential days/times and we can schedule a meeting for another day.

Prerequisites: Psch 343 and credit or concurrent registration in Psch 352.

WITD Requirement. Psch 353 fulfills the Writing-in-the-Discipline (WITD) requirement in the College of Liberal Arts and Sciences.

ATTENDANCE: <u>As per UIC policy we will meet online (synchronously) for the first two weeks of class.</u> The regular class format will be in-person for the rest of the semester, unless UIC policies in this regard change. Any changes regarding the class format will be communicated promptly. Because this is a Laboratory class, with research activities that can be carried out only in class, **attendance is required and there is no accommodation for students who cannot attend regularly.** Therefore, students who cannot attend should talk to their advisor asap to decide on an alternative course. **Attendance is recorded in class via i-clicker, and online via Blackboard.**

Required Free E-Textbook: "*Effective Writing in Psychology*" by Beins and Beins, 2012, 1st Edition, Wiley-Blackwell. Available for free to UIC students on the UIC R. Daley Library website (https://library.uic.edu/libraries/daley):

https://ebookcentral.proquest.com/lib/uic/detail.action?docID=819376

Welcome to Psch 353: Laboratory in Cognition and Memory. Our overarching goal for this class is to make learning as impactful as possible this semester, while also acknowledging the stress and anxiety you may be feeling about the pandemic uncertainties in your daily routines and educational experiences. We will strive to abide by two overarching principles in this class: 1) engage in clear and frequent two-way **communication** regarding our 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. We look forward to connecting with you this semester. We will do our best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

Our Inclusive Learning Environment. UIC values diversity and inclusion. We will do our best to make every student feel welcome, engaged, and respected for their opinions. 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 the Instructor as soon as possible.

Course Description. This course is a "Practicum" in Cognitive Psychology research, and includes both a lecture and a research laboratory format. "Course and Learning Goals" are detailed in Blackboard under "About this Course". **By the end of this course you will have learned essential skills necessary for scientific research.** The Instructor and TA have years of experience conducting psychology and cognitive neuroscience research, and are very happy to mentor and guide you as you train to become a scientist! During this course we will review and

discuss research on memory and learning, executive functions, face processing, mental imagery and linguistic processes. Students will participate in cognitive experiments, will analyze the collected data, and write up scientific reports. Moreover, students will learn to critically read and understand scientific articles, to write scientific communications in **APA style**, to design and conduct a cognitive psychology project, to analyze data and present the results in a scientific format. For the Final project, students will work in teams (in groups of 3-5 students) to design their own research project, collect and analyze data, write up a scientific paper, and give a scientific presentation during finals week. Finally, because writing and communicating well are essential skills to succeed in any line of work, students will have an opportunity to familiarize themselves with writing cover letters for job applications and interviewing for jobs.

Free i-clicker account: Information on how to set up a free I-clicker account (at iclicker.com) to record attendance is posted under Announcements. I-clicker can also be downloaded as a free app. Your account for attendance will be free for the whole semester. IMPORTANT: If you forget to sign in on a given day please let the Instructor know on the same week and provide proof of presence. No adjustments will be done on i-clicker records after one week from the date in question. Also, if you forget to sign in and let the Instructor know, they will sign you in, as a courtesy, only for a maximum of 3 times. If you have technical problems please contact directly i-clicker so that they can help you asap.

CAMPUS AND CLASSROOM COVID POLICY. We want to keep everybody safe to the maximum extent that is possible. Students are expected to attend this Lab Class in person if they: have received a COVID-19 vaccination (full vaccination series complete); have received a vaccine exemption and are saliva testing two times per week and completing their daily Healthcheck; Are partially vaccinated and are saliva testing two times per week and completing their daily Healthcheck.

Face Masks: Students need to wear masks and stay masked during class. Everyone is required to wear masks indoors, including in the classrooms, hallways, offices, conference rooms, etc. Students may remove their masks when alone in a private office or personal residence hall room, or if they have a medical condition, disability or other reason that prevents them from safely wearing a face mask. Students who are not wearing a mask will be asked to get a mask before returning to class. If the student refuses, then they will be asked by the instructor to immediately leave class and will be reported to the Dean of Students Office. If a **student refuses to wear a mask and refuses to leave the classroom this is considered student misconduct** and will be reported to the Dean of Students. Students on campus who are unvaccinated (without vaccine exemption) or who are in groups required to saliva test and do the daily Healthcheck and are not complying with these requirements will be reported to the Dean of

Students via the campus monitoring system. In these cases, the Dean of Students will proceed as described in the Student Disciplinary Policy.

<u>At this point there is no social distancing requirement in classrooms</u>, but if anything changes you will be informed promptly. Note the "sit here" and capacity signage for six-foot spacing has been left in place or newly applied in classrooms in the event we need to reinstate social distancing at any time during the semester. Even in situations where no social distancing is required, some students may want to stay physically distant from others and this should be allowed when feasible. Please let the Instructor know of any special needs you have in this regard asap. See more details at https://provost.uic.edu/.

Communicating in Class. Your questions and comments are always very welcome! Feel free to ask questions during class, or meet with the Instructor for a few minutes after the in-person class. The Instructor will often ask if there are any questions. While we want to ensure that everybody feels included and respected during our classes, also please be respectful toward others while asking/answering questions or making comments. Please be kind to one another, and keep an open mind about different cultural aspects, different points of views and scientific opinions. Actions, text messages and talks that are disrespectful to any student, or the Instructor and TA, and that disrupt the classroom, will be reported to the appropriate UIC officials.

No Class Recordings. We will meet online, synchronously, for the first two weeks of class. When we meet online, there will be class recordings available after class under Collaborate/Recordings. Since normally we will meet in person at BSB 2057 and we will be conducting a lot of research activities in the classroom there will not be class recordings. However the Instructor will post very detailed lecture notes and class materials every week. Students can also meet with the TA to catch up with any missed class materials.

E-mail Communications. <u>E-mail is the best way to reach us</u>! Please email us with any questions or concerns that you may have about the course and study materials. *Prompt communication is a smart strategy to ensure that we can help you effectively*! When you contact us by email please include "psch 353" in the subject line. We will check emails during weekdays, M - F (9 am to 5 pm) and will return your email within 24 - 48 hours. We do not guarantee responses during the weekend. However, your emails will be addressed asap on the next Monday.

Blackboard. Our Blackboard course site (blackboard.uic.edu) 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 regularly 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. To avoid technical problems LTS recommends that students use **Chrome** to access Blackboard.

Please check these important Blackboard folders on the Main Menu page:

- **Syllabus.** A very detailed class syllabus includes course requirements, assignments and grading policies, as well as the weekly schedule and topics. Please read the syllabus carefully and let us know if you have any questions.
- **Getting Started.** This folder contains general information about Blackboard, technical requirements, general UIC resources, online etiquette guidelines, and getting started.
- **About this Course.** This folder contains general information about the Course content and organization, the course learning objectives, and information about the Instructor and TAs.
- **Weekly Content Folder.** Lecture notes, assignment instructions, and class materials are posted on Blackboard every week, under the folder "Weekly Content" (weeks 1-15). Please check this folder at the beginning of each week to know what you need to work on for that week!
- **Class Announcements.** Please check Class Announcements regularly, in order to be up-to-date with all the important information for the class.
- **Discussion Forum.** A Discussion Forum will be used for extra-credit discussions. The forum is a chance for students to introduce themselves to the class, get to know each other better, and share comments or suggestions with the other students. Students will be informed in advance when there are extra-credit opportunities.
- **APA Writing and Excel Folders.** These folders contain a Powerpoint Tutorial on APA Writing as well as a Tutorial on how to use Excel to create graphs and SPSS to do data analyses. Students are encouraged to review these notes in preparation for the class workshops.

- **Additional folders** will be created as needed, for Reports, Group Research Activities, Final paper, Class Presentations, etc.

COURSE REQUIREMENTS AND GRADES.

The final grade will be obtained from scores on 2 laboratory reports, one final research paper, 2 group presentations, individual research participation, and extra-credits. There will be a few extra-credit opportunities offered in class or outside of class. After you receive your scores and our feedback on various assignments, please reach out to the TAs and Instructor if you have questions or want to receive a more personalized feedback, or advice on future assignments.

Two APA-Style Lab Reports. For the two graded reports, students will progressively add sections to an APA-style empirical report. **Lab Report 1** will require: a title page, methods and results section; **Lab Report 2** will require: a title page, abstract, introduction, methods, results, discussion, and references; An Optional Lab Report 3 will be offered towards the end of the semester as an extra-credit opportunity and will follow the usual report format. For each lab report, a reading may be assigned that needs to be briefly discussed in the report. **For each lab report students can turn in an optional second draft,** about 4 days after receiving the graded feedback, if they want to improve their score.

Research Project: Final Paper and Group Presentations. Under the Instructor's and TA's mentoring, each student will work as part of a team in order to: a) formulate viable research questions (i.e., study hypotheses); b) design a research study; c) collect research data (from at least 15 participants); d) analyze the collected data; e) write up a final paper (written independently by each student); f) give short presentation on the research project. Instructions for the reports, final paper and presentations will be posted on Blackboard during the semester and will be further explained in class.

- **Final Paper.** Each student will write an **8 page final paper** based on their group project. Note that while it is fine to share with your group a template with details of the methods and data analyses/results, the introduction, methods, results and discussion need to be written independently, and **the final paper needs to be turned in by each student.**

- **Two Oral Presentations**. Each group will give two Powerpoint Presentations, specifically **one intermediate class presentations** during the semester, and a **final oral presentation**, to share with the class progress on their project and the final results. **All presentations will be graded based on individual participation in the group project**.

Extra-credit Report. There will be an extra-credit report (report 3) opportunity in the form of an optional third report (worth 10 points).

Discussion Forum. There will be a few extra-credit opportunities as part of the Discussion Forum. Students will be informed in advance when this is the case.

Attendance and Participation in Research Activities. This in-person class will provide 'hands-on' experience with cognitive psychology research. Your class attendance and engagement in research activities is essential to your success. In addition to attending class regularly, each student will be expected to devote additional time outside of class working on assignments, readings, actively participating in the online discussion board, and in the group project work. While the group research project is a team effort, every student will be evaluated based on their effort and engagement in the research and writing activities. **Meeting during class, or outside of class, and working with your team on your research project and final paper are essential in order to do well in this class.** Attendance will be recorded via i-clicker in class, and via Blackboard if we meet online.

Make-up Assignments. Make-up assignments will be granted only in case of personal or family emergencies, illness, catastrophes or valid events, that will need to be documented (e.g., doctor's note; a relative's death certificate; religious holiday). Students need to contact the Instructor and TA, before the assignment is due. No make-ups are offered for extra-credit opportunities.

Policy on late work. For the paper assignment late papers will be accepted but 10% of the points will be deducted for each day past the deadline. Both week and weekend days count as late days. For example, if an assignment is turned in 3 days late a 30% penalty will be applied to the paper grade, even if two of these days are Saturday and Sunday. Late assignments may not have a

penalty in case of personal/family emergencies or catastrophes or for valid events (e.g., religious holidays) that will need to be documented. Late work is not accepted for extra-credits.

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

Course Requirements	Points	Grade Percent
Attendance (2 points per class; 28 class mtgs)	55	16%
Lab Report 1 and optional second draft	40	11%
Lab Report 2 and optional second draft	70	20%
1 Intermediate Research Project Presentation (group work + presentation)	15	4%
Final Research Project Presentation (group work + presentation)	40	11%
Final Research Paper	100	29%
Individual Participation in Research Project	30	9%
Total	350	100%

Grade	Points
A: 90 to 100%	315 - 350
B: 80 to 89%	280 - 314
C: 70 to 79%	245 - 279
D: 60 to 69%	210 - 244
F: 0 to 59%	0 - 209

All points obtained from exams and assignments, as well as extra credit points, are added up, as a simple addition, to obtain the final grade. Extra credit points are added to the total score (for instance, if a student has a total score of 310 from exams and assignments, and they

have also collected 10 extra-credit points, their total score is 320/350, which would result in an A). Regarding the final grade, if a final sum of points is at least .5 away from the next higher raw point, it will be rounded up to the next higher point (e.g., 330.5 will be rounded up to 331).

"Incomplete" Option: **Following departmental guidelines, Incompletes are granted only for a documented personal or family emergency towards the end of the semester, that prevent a student from attending class and completing the final assignments**. Incompletes are not given to students who have not turned in their work regularly from the beginning of classes, and missed assignments throughout the semester. Incompletes are granted as a result of a prompt conversation with the Instructor, and are never given on a very short notice or at the last moment. The student needs to discuss their emergency with the Instructor asap, and at least a week before the end of the classes, to agree on a plan for finishing their assignments in a timely fashion. Failure to communicate promptly with the Instructor will result in the Instructor not granting an Incomplete.

Disability Services Notification. Students who have a **letter of accommodation** (LOA) should email the Instructor by the end of the first week to let them know of the LOA, and provide a pdf of the letter, so that we can start planning on the best way to help. Students with LOAs will automatically receive 48-hours extension on assignments, and double the time on exams.

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Students who face or anticipate disability-related barriers while at UIC should connect with the **Disability Resource Center (DRC) at drc@uic.edu, or at (312) 413-2183 (voice) or (312) 413- 0123 (TDD**) to create a plan for reasonable accommodations. In order to receive accommodations, students must disclose disability to the DRC, complete an interactive registration process with the DRC, and provide their course instructor with a Letter of Accommodation (LOA). Course instructors in receipt of an LOA will work with the student and the DRC to implement approved accommodations
http://www.uic.edu/depts/oar/campus_policies/disability_notification.html.

Holidays and Religious Days of Special Observance. Please let us know if you need to miss class or need to reschedule and exam due to a religious holiday. See https://oae.uic.edu/religious-calendar/.

Our UIC Community Agreement. 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 assessment. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity. Let us commit to upholding a class "**Honor Code**" in which we trust one another and engage only in behaviors that reflect our community standards of academic integrity.

Academic Integrity, Cheating or Plagiarism - 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. What is plagiarism? A student who submits a paper (or parts of a paper) that they or others wrote for other classes, or a paper which in whole or part has been written by someone else, or which contains passages quoted or is paraphrased from another's work without acknowledgement (quotation marks, citation, etc.) is committing plagiarism. Maintain your integrity when completing assignments. To avoid plagiarism, summarize content and concepts in your own words, and cite all the sources you use! If you are unsure about what constitutes plagiarism ask the Instructor and TA, and they will help you. Students who plagiarize work may be subject to various disciplinary actions, including a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. Please refer to the UIC Student Handbook (https://dos.uic.edu/wp-content/uploads/sites/262/2019/01/FINAL-VERSION-2019.pdf) and the Student Disciplinary

Policy (https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf) for specific rules regarding these matters./.5wshgq

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, 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.

Electronics Use Policy. Please turn off your cell phone or set it to vibration during the class. If we are online, please mute your microphone until you are ready to talk and be respectful when others take their turn talking with their microphone. Loud noises, music or phone ringing during class are not respectful towards others. Students who disrupt class with improper behaviors or excessive use of electronic devices may lose 10 points on their final grade.

Course Schedule

Note: This course schedule may be revised. All revisions will be posted on Blackboard in a timely fashion.

Week	Day	Date	Topic	Readings
1	T	1/11	**Syllabus and Course Introduction** *Discussion Forum: Introduce Yourself*	
	R	1/13	**Introduction to Scientific Writing, Lab Reports and the Group Project** Introduction to the Group Project and Survey on Research Interests	Beins & Beins, Ch 1, Ch 2 (p. 37- 47)
2	T	1/18	**Communicating Scientific Research, Formulating your own ideas** **APA Writing Part I**: **APA Formatting, Abstract, Introduction, Methods**	APA Tutorial on Blackboard Beins&Beins Ch 6,10,11

			Writing/Editing Exercises	
	R	1/20	**Formulating and Testing Your Hypotheses** **APA Writing Part II**: **Results, Discussion** *Writing/Editing Exercises* **Class Discussion: Ethics in Research** (please read class materials before class)	B&B Ch 12,13 APA Tutorial; Belmont Report
3	T	1/25	**Topics in Cognitive Neuroscience Research:** *Memory and Attention. Cognitive and Affective Brain Systems.* Group Project Work	
	R	1/27	**Reading and Evaluating Scientific Work** Class Demonstration: Discussion of a Journal Article Read the Lo et al. 2016 article on "Sleep Deprivation and Memory" before class; **Extra-credit Opportunity in class.**	B&B Ch 5 (PP. 90-104) Lo et al. 2016 Article Reading Worksheet
4	T	2/1	**EXPERIMENT 1/Report 1: Memory and Face Recognition** Report 1 Instructions **Formulating and Testing Hypotheses in Research**	Cortes et al. 2017 APA Lab Notes
	R	2/3	*Excel Figure Construction and SPSS Workshop* *Class Practice*	Online Excel and SPSS resources
5	T	2/8	*SPSS Data Entry and Analysis Workshop* *SPSS Practice* **Report 1 Instructions, Q & A** *Group Project Work*	
	R	2/10	**Group Project Work: Share your group project idea with the class** *Final Paper Instructions*	

6	T	2/15	**Report 1 - SPSS Data Analyses in Class: Guided Analyses** ***Class Practice***	
	R	2/17	**APA Writing Part III**: **Abstract, References** ***Q&A on Report 1*** Group Project Work	B&B Ch 4,13
7	T	2/22	**Professional Development: Writing Great Cover Letter. Graduate School and Job Applications. How to Prepare for a Job Interview.** **In-Class Activities.**	
	R	2/24	**EXPERIMENT 2/Report 2: Language and Semantic Processing** Report 2 Instructions **LAB REPORT 1 DUE by midnight**	Reading APA Lab Notes
8	T	3/1	**Report 2 Data Analyses Workshop** ***SPSS Class Practice*** Group Project Work	
	R	3/3	**Independent Group Work on Group Presentation** (No class; Office Hours available for consultation)	
9	T	3/8	**GROUP PRESENTATION #1 (15 min)**	Class Presentation
	R	3/10	Preparation for data collection: Consultation with Each Group	
10	T	3/15	**Group Project Data Collection**	*Suggested date for starting data collection*
	T	3/17	**Group Project Data Collection**	
11	M - F	3/21-3/25	**SPRING BREAK (No Classes)**	
12	T	3/29	**Group Project Data Collection**	

12	R	3/31	**LAB REPORT 2 DUE by midnight** **Group Project Data Collection/Analyses**	
13	T	4/5	Group Project: Data Analyses & Consultation Optional LAB 3: Mental Rotation and Mental Imagery Report 3 (Extra-credit)	
	R	4/7	Group Project: Data Analyses & Consultation	
14	T	4/12	*In Class Group Work and Consultation*	
	R	4/14	*In Class Group Work and Consultation*	
15	T	4/19	Lab Report 3 DUE by midnight (optional) **In-Class Consultation on Project Results**	
	R	4/21	**In-Class Consultation on Project Results**	
16	T	4/26	**Independent Writing & Consultation Day** (No Class; Office Hours available for Consultation)	
	R	4/28	**GROUP PRESENTATION #2 (20 MIN)**	
	Finals	5/3	**FINAL RESEARCH PAPER (based on Group Project) DUE by midnight.**	

RESOURCES FOR STUDENTS

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 **UIC Writing Center.** The UIC Writing Center provides excellent online resources to help students with paper writing in general. In addition to working with us on specific written assignments, we strongly recommend that you take advantage of the UIC Writing Center resources, especially if writing has been a challenge for you in the past, or if you do not have a lot of experience with writing scientific papers. To learn more or set up an appointment: **https://writingcenter.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.

The **Math and Science Learning Center**, located in the Science and Engineering South Building (SES) at 845 W. Taylor St. 3rd Floor, Room 247, is a meeting place for students in Math, Biological Sciences, Chemistry, Earth and Environmental Sciences, and Physics. At the MSLC, students can meet with graduate teaching assistants for tutoring in 100-level courses, arrange informal group study sessions with other students, or meet up with friends to attend one of the workshops, seminars, or other activities sponsored by the SLC during the semester. Visit the website at https://mslc.uic.edu/, call 312-355-4900, or email at mslc@uic.edu.

The **UIC Wellness Center.** The UIC Wellness Center (https://wellnesscenter.uic.edu/resources-and-services/) provides many useful resources on Wellness, and useful guidelines on how to manage and navigate your online classes: https://wellnesscenter.uic.edu/news-stories/how-to-navigate-online-classes/.

Counseling Resources for Students. 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. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535. Furthermore, the **Office of Applied Psychological Services** (OAPS) at UIC offers mental health

services based on a sliding scale, https://psch.uic.edu/research-programs/clinical/office-of-applied-psychological-services/ .

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.

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. 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.

ADDITIONAL NATIONWIDE RESOURCES:

Crisis Text Line: Text HOME to 741741 to connect with a Crisis Counselor. Free 24/7 support at your fingertips. US and Canada: text 741741.

National Suicide Prevention Lifeline: The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals. 1800-273-8255.

Substance Abuse and Mental Health: SAMHSA's National Helpline: 1-800-662-HELP (4357). SAMHSA's National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service (in English and Spanish) for individuals and families facing mental and/or substance use disorders.

Veterans Crisis Line: Connect with the Veterans Crisis Line to reach caring, qualified responders with the Department of Veterans Affairs. Many of them are Veterans themselves. 1800-273-8255. Press 1.