

PSCH 385: FIELDWORK IN PSYCHOLOGY
Spring 2022 (CRN: 34404)
Monday 11:00-12:50 in BSB 215

	Instructor	Teaching Assistant	Teaching Assistant
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Prerequisites: [PSCH 340](#) and [PSCH 343](#); and [PSCH 381](#) or [PSCH 382](#) or [PSCH 386](#). For applied psychology majors only.

Course Overview & Objectives

Course Description

Students will participate in 120 hours of supervised direct service at an approved internship site. In addition, they will complete a literature review focused on a best practice, program, or measure that is of interest to the site (as discussed with the internship supervisor). Students will write a paper documenting the results of their literature review and will present their conclusions to the class and the internship site.

Course Format

Class will meet synchronously online via Zoom for the first week of the semester, and begin meeting in person on campus starting in Week 3 (Week 2 is a holiday) following University guidelines. Adjustments to class meetings may become necessary depending on the status of the Covid-19 pandemic.

This course will be taught as a seminar. During class we will discuss topics ranging from issues related to working with internship sites (including professionalism, ethics, and the supervisory relationship) to issues involving the literature review (including finding scholarly sources, analyzing research articles, and writing in APA style). Students are expected to participate in class by engaging in dialogue about their experiences at their sites and their progress completing the literature review and presentations.

Toward 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 expectations of you, class assignments, and unexpected challenges arising that may impede your

- participation in required class sessions, including exams, or timely completion of assignments, and
2. build an inclusive learning community in which we all abide by the same ground rules and ethical code of conduct.

Course Objectives: Overview

- Increase practical experience in applied psychology
- Enhance professional knowledge/behavior and job skills
- Develop career goals
- Increase knowledge of research in applied psychology
- Develop research skills
- Build academic writing skills
- Enhance presentation skills

Course Objectives: Site Hours + Second Day

This course is six credit hours to recognize your efforts at the site, in the classroom, and conducting your literature review project.

You must complete a minimum of 8 hours per week (8 X 15 weeks = 120 total hours) in direct service to your site. One full 8-hour day or two 4-hour days is typically best. At least one of your service hours will be under supervision to obtain training in the applied area of your service site.

You must also complete a second day every week (approximately 8 hours) researching and writing your literature review.

This additional time may be on-site or negotiated with your supervisor as off-site work. Successful students typically spend all or at least half of the second day on-site working on their project; this keeps students accountable and structured by allocating specific time for the project.

You must be conscientious and responsible in fulfilling your commitment to your site. Failure is automatic for students who are not responsible or conscientious in their fieldwork. On the other hand, your agency also has a responsibility to provide you with a reasonable setting for field experience. If you have trouble with your agency (e.g., nothing to do, too much paperwork, insufficient supervisor contact), let me know immediately! Do not wait until the end of the semester to complain, we can help you make immediate changes to rectify the situation.

Learning Outcomes and Assessment

Students will be able to apply interviewing and intervention skills in a field setting using direct contact experiences. Students will also be able to apply previous training in ethics, confidentiality, and professional demeanor.

Site supervisors will (a) provide ongoing verbal feedback to students on a weekly basis, (b) submit confidential online evaluations of the students' professional demeanor, ethics, and receptiveness to supervision, and (c) evaluate site-specific and overall skill levels obtained in the field. These evaluations will be graded in consultation with the Director of Internships to ensure that grading criteria are equivalent for all students.

Students will be able to integrate skills in research design, statistics, psychological measurement, and APA manuscript preparation while writing the Literature Review. Students will gain professional academic presentation experience when they give formal presentations.

Course Assignments

Source of Points for Grading (total of 200 points)

100 pts	Ratings of Professional Performance at internship site by your site supervisor(s)
8 pts	Class Attendance & Participation
8 pts	Proposal of Literature Review
8 pts	Outline of Literature Review
8 pts	Draft 1: First Half of the Literature Review
8 pts	Draft 2: Second Half of Literature
20 pts	Individual Class Project/Site Presentations
40 pts	Final Literature Review Paper

Topic Discussion with Site Supervisor

Site supervisors have come to look forward to student literature review projects and regard them as valued service to the agency. Accordingly, the Literature Review will be chosen by you in consultation with your supervisor. If the supervisor agrees, students may spend some of the second day writing the Literature Review at their site; being away from other distractions helps many students.

I recommend having this conversation with your supervisor during the first week. If you do not have a topic of interest, you may change the questions to ask your supervisor for suggestions as they are well informed on best practices in their area.

- “I am interested in ___ topic(s) and would like to hear your thoughts on whether a review of the literature in this area would be of service to you.”
- “Do you think that a review of 10 published articles on ___ topic(s) would be meaningful?”
- “Would a review of best practices / programs / measures on ___ topic(s) be useful to your site?”

- “Would a review of up-to-date measures and assessment devices of ____ topic(s) be valuable to you?”

As you discuss topics with your site supervisor, attempt to narrow the topic to specific new information. Supervisors may ask you about your interests. Other supervisors might simply suggest general topic areas. In this case, your Instructor and TA will help you narrow the focus to make the project manageable. It is important your supervisor understands that you have an Instructor and TA who will support, guide, and grade the Literature Review. Once you select a topic, it is not appropriate to expect your site supervisor to supervise the paper.

Development of a literature review requires knowledge of the research related to a topic. Acquisition of knowledge about a research topic involves selection of relevant research studies and use of review skills to analyze and synthesize these studies. Therefore, after a topic is identified and shared with your TA, *students are required to spend at least eight hours reading research studies related to the topic during the first two weeks of class*. After reading several studies, considering their suitability for your review, and discussing them with your TA, students will select three studies to discuss in the Literature Review Proposal.

Proposal & Presentation

In this 3-5-page (double-spaced) Proposal, each student will discuss their plan for reviewing the literature for the Final Paper. The Proposal Paper will include a discussion of at least **one overview article** (such as a review paper) and **at least 3 empirical studies/articles** that include data analysis. Guidelines for the Proposal will be posted on Blackboard. Each student will present their proposal and discuss internship experiences in class starting in Week 3. Proposal presentations will be brief, informal, and limited to 3-4 minutes. The written Proposal is due in Week 4. All deadlines are midnight of due date so that you can incorporate feedback and information provided in class that day.

Outline of Literature Review, Drafts, & Final Paper

In the 12-15-page (double-spaced) Final Paper, each student will present the final results of their literature review. Guidelines for the APA-style Outline, two Drafts, and the Final Paper will be posted on Blackboard. During this process, your TA will provide specific feedback to improve upon your paper.

- An **APA-style outline** of your literature review is due in Week 7, and must include a minimum of 6 references.
- **Drafts 1** is due in Week 9, and involves a review of the first seven research articles you selected.
- **Draft 2** is due in Week 13, and includes the three remaining research articles, yielding a total of ten articles.
- The **Final Paper** will be due at the end of Week 15.

Please note: your TA's role is limited to mentoring your Literature Review. If you would like to discuss your placement, please e-mail Kathryn Engel (engel@uic.edu) for an appointment. Do not let problems with your site or supervisor(s) go unaddressed. An initial adjustment period is expected, but any concerns that remain need to be addressed with Professor Engel.

Literature Review Presentations

Students are required to present the results of their literature review to the class *and to their internship site* using PowerPoint or other presentation tool. Presentation skills will be discussed in class and guidelines will be provided on Blackboard. Each student will present Draft 1 to the class in Weeks 11 & 12, and Draft 2 to the class in Weeks 14 & 15. Students will present their Final Paper (and provide a copy of the paper) to their internship site before the end of the semester.

Site/Class Performance

Students will be evaluated by their internship supervisors using an online survey submitted towards the end of the semester. Elements of the evaluation that are particularly important for grading are completion of 120 service hours, professional deportment (i.e., client relationships, ethics, responsibility, receptiveness to feedback and supervision), and presentation of the literature review.

Students earn class participation points by attending class, participating in discussion, asking questions during students' presentations, and meeting with their TA to discuss components of the literature review. **More than 2 unexcused class absences will result in 0 points for Attendance & Participation.** If you are experiencing symptoms, such as sore throat, runny nose, sneezing, and/or coughing, or test positive for COVID-19, please stay home, email your TA, and contact a classmate for notes from class.

Classroom Policies & Expectations

- 1. Entering & Leaving Class:** Make every effort to be on time for class, which means at least a few minutes before the start time. Students are expected to remain in class until dismissed. Early departure may be acceptable for legitimate reasons that are discussed with the instructor in advance. When we meet online, you are encouraged to have your camera in order to create a better sense of community. Please use proper "netiquette" when joining and leaving the online class—we will do a check-in and check-out each day using Chat in Zoom.
- 2. Electronic Devices:** Students are expected to devote their full attention to class activities. Cell phones and other communication or electronic devices should be turned off or set to silent mode and should not be used in class. Completion of work for other courses or involvement in social media during class time is strictly prohibited. With the exception of note-taking—the use of laptops or tablets during class time is prohibited. Exceptions to this rule may be made for compelling educational reasons and must be approved in advance by the instructor.
- 3. Open-Mindedness and Respect:** Please come to class with an open mind and be willing to listen to alternative viewpoints and perspectives. Students are asked to respect diverse points of view and understand that each person's background and life experiences have shaped who they are today. Religious, moral, or political perspectives are welcome when appropriate, but speech which demeans or oppresses other individuals, or actions that

disrupt the classroom will not be tolerated. Students who violate this policy may be asked to leave the classroom and the instructor will contact the appropriate officials in accord with university policy.

4. Clinical & Counseling Resources: It is not unusual for topics covered in psychology courses to elicit unexpected issues for students. If you feel you, or someone you know, needs counseling, please contact the Counseling Center at (312) 996-3490 or see: <https://counseling.uic.edu/>. Services are free and confidential.

5. Writing Center Consultations: All students are required to schedule **two consultation meetings** at the UIC The Writing Center and to forward a copy of The Writing Center Report to your TA. The Writing Center offers friendly and supportive tutors who can help you with reading and writing in any of your courses. Tutors are ready to help with 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 (asynchronous feedback). For more information and to schedule an [appointment](#), visit the [Writing Center website](#).

6. Due Dates: 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 global pandemic. Therefore, late submissions are permitted for all assignments for partial credit. It is always better to receive partial credit than no credit. If you missed a due date, do your best to submit the assignment as soon as possible. Everyone gets an automatic **24-hour "grace period"** on assignments, no questions asked and no need to email for permission. 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 40 points will lose 4 points. Three days past the due date results in a 20% deduction, and five or more days 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.** What's important is that you complete assignments, learn something, and get credit for the course while protecting your mental health so **please do not give up and communicate with us ASAP.**

Required Technology for online classes: 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. See: <https://help.uillinois.edu/TDCClient/37/uic/Requests/ServiceDet?ID=450>

Privacy Notification and Policy for Video Recording of Synchronous Online Class Session(s)

We will be recording only portions of the online class sessions. Didactic teaching by me will be recorded; discussions & presentations will not be recorded. 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 by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

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. In the same email to me, tell me your favorite ice cream flavor.

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.

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.

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.

Tentative Weekly Schedule & Assignments

***Note:** This is a draft schedule of class activities. Any changes will be announced in class and on Blackboard.

-Week 1-

January 10 (meet online via Zoom)

- Start internship this week, delayed start dates will require you to work more hours per week to fulfill requirements.
- Discussion of Literature Review topic with your supervisor. Discussion of Literature Review proposal and paper assignments.
- Read example literature review papers posted on Blackboard.
- Ethics, confidentiality, professional demeanor, negotiating a supervisory relationship, and paperwork.
- Communication etiquette in email & other modalities
- **Student Semester Plan signed by your supervisor due next week to Professor Engel**

-Week 2-

January 17 (NO CLASS MEETING – Martin Luther King, Jr. Day)

- First TA Meeting (required): You will schedule a meeting with your TA this week to consult on your literature review topic and prepare for project proposal.
 - Conducting library research – Dr. Annie Armstrong from the UIC library will provide a recorded lecture on how to conduct library research and use RefWorks. [Watch the video and begin your literature search.](#)
 - Write 2 Annotated Bibliographies, due in class in Week 3. Instructions provided on Blackboard.
- **You must email your Student Semester Plan signed by your supervisor to Professor Engel by 5PM Friday this week.**

-Week 3-

January 24 (meet in person)

- Proposal Presentations (approx. 3 minutes): Come prepared to discuss your placement and initial experiences. Discuss your agency focus and your goals for the term. Provide your topic for your proposal/lit review for feedback. (No Powerpoint slides, these presentations are informal.)

- Writing a proposal, APA style

-Week 4-

January 31

- 2nd half of proposal presentations. Come prepared to discuss your placement and initial experiences. Discuss your agency focus and your goals for the term. Provide your topic for your proposal/lit review for feedback. (No Powerpoint slides, these presentations are informal.)

*****Proposals Due by midnight*****

(All deadlines are midnight of due date so that you can incorporate feedback and information provided in class that day)

-Week 5-

February 7

- TAs return proposals and conduct mini-individual feedback meetings (during class time, first 25 minutes). You are encouraged to schedule more specific feedback meetings with your TA.
- Structure of a Literature Review. Discussion of APA-style Outline.
- Professional Topic: Time management or Using Tomatoes to your Advantage

-Week 6-

February 14

- Discussion of Outline continues. Inclusion/exclusion criteria.
- How to integrate literature

-Week 7-

February 21

- More tips for writing an Outline
- Share a success and a challenge from your site

*****Outline of Literature Review due by midnight*****

-Week 8-

February 28

- TAs provide feedback on Outlines

- Finish success and challenge discussions (2)
- APA-style in-text citations
- Burnout versus Compassion Fatigue: knowing the difference and how to identify red flags for both. How to be resilient while working in the social service field.

-Week 9-

March 7

Writing Day & Individual meetings with TAs. TAs will schedule during class time to go over any last-minute questions or concerns related to literature review draft.

*****Draft of First half of Literature Review due by midnight*****
(One APA-style table must be included in the draft)

-Week 10-

March 14

- Effective PowerPoint Presentations, tips for effective public speaking.

-March 21 – Spring Recess (No Class Meeting)-

-Week 11-

March 28

- Presentation Workshop Day 1. Half of the class will present today. Format for presentations TBD.
- Update on your successes and challenges at your site (about 2-3 minutes); Present your first half of paper on PowerPoint (about 3-4 minutes) and prepare for discussion (but do not include on PowerPoint)
- Total time of presentation: 8 minutes maximum

-Week 12-

April 4

- Presentation Workshop Day 2. Other half of class presents today.

-Week 13-

April 11

Writing Day & Individual meetings with TAs during class time

*****Draft of second half of Literature Review due at midnight*****

-Week 14-

April 18

- Final PowerPoint Presentation of your Literature Review, Day 1. Half of the class will present today.

-Week 15-

April 25

- Final PowerPoint presentation of your Literature Review, Day 2. Other half of the class will present today.
- Course Wrap-up

*****Final Literature Review is Due on Friday, April 29th by 5:00 pm*****

-Week 16-

Exam Week - No Class Meeting

Schedule a final PowerPoint presentation time with your site supervisor - (**Remember you must present in class first**). Schedule time for an in-person final supervision feedback session and submit final paper to supervisor.

Finals week is the last chance to complete hours, present your paper, and/or do your PowerPoint presentation at your site. Supervisors cannot sign-off on your evaluation until these are completed. Supervisors will complete their online evaluation **by Friday May 6th**.

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 in the semester. 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 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.