

**UNIVERSITY OF PITTSBURGH**  
**PITT 0130 - WELLNESS AND RESILIENCE FOR COLLEGE AND BEYOND**

Fall 2023 (3 Credits)

Lecture: Mondays 3:00-4:30pm, 324 Cathedral of Learning

Professors: Lindsay Brunswick ([lib85@pitt.edu](mailto:lib85@pitt.edu)) and Dr. Ahmed Ghuman ([ahg21@pitt.edu](mailto:ahg21@pitt.edu))

Office Hours: By appointment only (please contact Lindsay or Dr. G to schedule). You can also ask to speak with any member of the teaching team before or after class!

Recitation Sections- You can ONLY attend the recitation section for which you are enrolled:

1. Tuesdays (Section 1210), 10:00-11:00am, 151 Cathedral of Learning  
Instructors: Amanda Ries ([amr261@pitt.edu](mailto:amr261@pitt.edu)) and Andrew Skelly ([skelly@pitt.edu](mailto:skelly@pitt.edu))
2. Tuesdays (Section 1215), 1:00-2:00pm, 304 Cathedral of Learning  
Instructors: Peyton Kondis ([psk20@pitt.edu](mailto:psk20@pitt.edu)) and Serena Valentino ([sev43@pitt.edu](mailto:sev43@pitt.edu))
3. Wednesdays (Section 1220), 10:00-11:00am, 337 Cathedral of Learning  
Instructors: Tara Taheri ([tat96@pitt.edu](mailto:tat96@pitt.edu)) and Cheryl Paul ([cheryl35@pitt.edu](mailto:cheryl35@pitt.edu))
4. Wednesdays (Section 1225), 1:00-2:00pm, 5201 Wesley W Posvar Hall  
Instructors: Adam Gregory ([adg117@pitt.edu](mailto:adg117@pitt.edu)) and Kelsey Cole ([kcole@pitt.edu](mailto:kcole@pitt.edu))
5. Thursdays (Section 1205), 2:00-3:00pm, 304 Cathedral of Learning  
Instructors: Bernadette Latuch ([beo23@pitt.edu](mailto:beo23@pitt.edu)) and Kristine Pugliese ([krp115@pitt.edu](mailto:krp115@pitt.edu))

Important Notes on Contacting Class Staff:

- Please use the email addresses provided above (and NOT Canvas) when contacting us!
- Please contact lecture instructors for questions pertaining to lecture.
- **Please contact recitation instructors for questions about assignments, extension requests, etc.**

**BOOKS: NONE REQUIRED!**

**COURSE DESCRIPTION:**

College is an exciting and stressful time for everyone. The increased freedom and independence is both exciting and daunting, leading many students to struggle in new ways or with emotions that seem to have increased in intensity. Conversely, research has shown that individuals who develop and use resilience strategies and emotion regulation skills (such as opposite action, relaxation strategies, mindfulness, and practicing gratitude) as well as build positive routines (for example, good eating and sleep habits, daily exercising, scheduling fun activities) are more likely to be effective in their roles, involved in strong relationships, physically and mentally healthy, and satisfied with their lives overall.

The purpose of this course is to teach undergraduate students skills for having resilience in the face of commonly experienced stressors and difficulties. Stated simply, resilience is the ability to both survive and thrive. Resilience is not only about your ability to positively adapt in the face of adverse or challenging circumstances (that is, *survive*), but it is also about

learning the positive skills, strategies and routines that enable you to live a happy, fulfilling, and successful life (in other words, *thrive*). This course will provide you with a personalized set of strategies and skills for self-care and optimize your academic and social experiences while at the University of Pittsburgh and beyond.

By the end of this course, you will have knowledge and skills that you can apply to your life now and in the future. This course will use lectures, readings, videos, discussion forums, practice exercises, and coaching to assist and encourage you in meeting the course objectives while developing your more resilient and skillful self.

### **OBJECTIVES:**

- Directly practice a variety of resilience **skills, habits, and routines** in different areas of your life to minimize stress and optimize well-being.
- Describe why intentionally 'practicing' resilience skills is critical to developing the fluency to use and reap the benefits from them.
- Develop a resilience toolbox of skills and strategies that serves as the vehicle on your roadmap for your future.

### **COURSE OVERVIEW:**

#### **LESSON 1: Introduction to resilience**

This lesson provides an overview of key concepts that are pivotal for the remainder of the course. We will discuss and define such topics as stress, resilience, and wellbeing. Ultimately, you will learn how stress can compromise your effectiveness in your work and your life as a whole.

#### **LESSON 2: Awareness and empowerment through mindfulness-based practices**

This lesson will discuss the benefits of specific mindfulness-based practices and how they enable you to become more aware of yourself, others, and your surroundings, which, in turn, empowers you to be more effective even during stressful or challenging situations.

#### **LESSON 3: Values clarification and commitment**

This lesson will cover the importance of clarifying your values (that is, identifying what matters most) and committing to living consistent with your values (that is, doing what matters most).

#### **LESSON 4: Habits, willpower, and distress tolerance**

This lesson discusses the importance of willpower and how to exercise it. We will also cover different ways you can withstand difficult and/or painful experiences, feelings, and moments while being healthy and kind to yourself.

#### **LESSON 5: Reality Acceptance Skills**

This lesson will discuss the benefits of specific mindfulness-based practices and how they enable you to become more aware of yourself, others, and your surroundings, which, in turn, empowers you to be more effective even during stressful or challenging situations.

**LESSON 6: Choosing your attention and practicing gratitude**

This lesson will discuss the research and practices that have demonstrated that people have the ability to purposefully choose what they devote their attention to rather than only focusing on the negative or stressful aspects of life. When people intentionally choose to attend to the positive aspects of their lives, then they are more likely to feel better mentally and physically.

**LESSON 7: Model of Emotion: Identifying targets for interventions and cultivating positive emotions**

This lesson will review how our emotional responses work and why they differ from one day to another when exposed to the same stimuli. We will also cover specific interventions for each part of the model of emotions, spending particular time reviewing how to cultivate positive emotions to reduce vulnerability factors.

**LESSON 8: Identifying unhelpful thoughts and altering them to be helpful**

This lesson will cover the basics of cognitive restructuring within the area of psychology called cognitive behavior therapy. Specifically, we will cover the benefits and specific practices of how to identify, dispute, and restructure unhelpful thoughts to develop more helpful ways of thinking about work and life.

**LESSON 9: Managing intense negative emotions**

This lesson will discuss how everyone experiences emotions and how we can manage intense emotions in a healthy, productive way that determines whether we are likely to engage in regrettable behaviors or not. We will also discuss research-based strategies to use to manage emotions before they get too intense.

**LESSON 10: Developing Interpersonal Effectiveness Skills**

This lesson will teach three specific skills for effective communication in relationships. Each skill is useful for different types of situations: asking for something you need, building and maintaining relationships, and maintaining self-respect.

**LESSON 11: Balancing Options and Intensity in IE Skills**

This lesson expands on the content from the previous lesson by discussing how to know when to use each skill and what you can do to increase the likelihood of that skill working.

**LESSON 12: Connecting with others in meaningful ways**

This lesson will discuss the link between being connected to others in meaningful ways (in other words, having good role models and seeking social support from the right people) and mental health and professional effectiveness.

**LESSON 13: Therapeutic lifestyle changes (TLCs)**

This lesson will cover ways of promoting low levels of stress and overall mental health by engaging in specific therapeutic lifestyle changes (TLCs), such as spending time in nature, scheduling time for relaxing (i.e., calming) and recreational (i.e., fun) activities throughout the week, and engaging in religious or spiritual activities.

## SCHEDULE OF CLASS ACTIVITIES AND ASSIGNMENT DUE DATES:

Date	Lesson	Assignments and Due Dates
Lesson 1 (August 28th)	Introduction to Wellness and Resilience <ul style="list-style-type: none"> <li>• <i>Course Goals</i></li> <li>• <i>Class Requirements</i></li> <li>• <i>What is resilience and why does it matter?</i></li> </ul>	<p><u>Complete the following by September 11th at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #1: Introduction to Resilience</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Road to Resilience</a></li> <li>• <a href="#">6 Benefits of Practicing Mindfulness Outside of Meditation</a></li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Jon Kabat Zinn Me Me Me</a></li> <li>• <a href="#">What is Positive Psychology?</a></li> <li>• <a href="#">How to make stress your friend</a></li> <li>• <a href="#">Jon Kabat Zinn Me Me Me</a></li> <li>• <a href="#">Mindfulness What</a></li> <li>• <a href="#">Mindfulness How</a></li> <li>• <a href="#">Wise Mind: An Intuitive, Centered State of Mind</a></li> <li>• <a href="#">All it takes is 10 mindful minutes</a></li> </ul>
September 4th	Labor Day (University closed)	<b><i>You will NOT have lecture OR recitation this week</i></b>
Lesson 2 (September 11th)	Mindfulness	<p><u>Complete the following by September 18th at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #2: Mindfulness</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">What Are Core Values? 31 Core Values to Live By</a></li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Episode 30: WOOP, There It Is</a> (Podcast, Hidden Brain)</li> <li>• <a href="#">ACT Passengers On A Bus</a></li> </ul> <p><b>NOTE: Do not forget to begin filling out your diary card! The diary card is to help you track your behaviors, use of the skills, and whether you believe the skills are helping (or not)!</b></p>
Lesson 3	Values and Goals	<u>Complete the following by September 25th at noon:</u>

<p>(September 18th)</p>		<p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #3: Values and Goals</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">What you need to know about willpower: The psychological science of self-control</a></li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• <a href="#">4 surprising ways to increase your willpower</a></li> <li>• <a href="#">TIP Skills for Managing Extreme Arousal</a></li> <li>• <a href="#">Distracting with Wise Mind ACCEPTS</a></li> <li>• <a href="#">Self-Soothing</a></li> <li>• <a href="#">Improving the Moment</a></li> </ul>
<p>Lesson 4 (September 25th)</p>	<p>Willpower Distress Tolerance</p>	<p><u>Complete the following by October 2nd at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #4: Willpower and Distress Tolerance</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Radical Acceptance: Sometimes problems can't be solved</a></li> <li>• <a href="#">If Your Goal In Therapy Is To 'be Happy,' You Might Want To Rethink That. Here's Why.</a></li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• <a href="#">MARSHA LINEHAN - How She Learned Radical Acceptance</a></li> <li>• <a href="#">Radical Acceptance</a></li> </ul>
<p>Lesson 5 (October 2nd)</p>	<p>Reality Acceptance</p>	<p><u>Complete the following by October 9th at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #5: Reality Acceptance</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Why Gratitude Is Good</a></li> <li>• <a href="#">7 Scientifically Proven Benefits Of Gratitude That Will Motivate You To Give Thanks Year-Round</a></li> <li>• <a href="#">Giving thanks can make you happier</a></li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Rick Hanson: Taking in the Good</a></li> <li>• <a href="#">Robert Emmons: What Good Is Gratitude?</a></li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Robert Emmons: The Power of Gratitude</a></li> </ul>
Lesson 6 (October 9th)	Choosing Attention Gratitude	<p><u>Complete the following by October 16th at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #6: Choosing Attention and Gratitude</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 422, 457 (in Canvas)</li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• <a href="#">Barbara Fredrickson: Positive Emotions Open Our Mind</a></li> </ul>
Lesson 7 (October 16th)	Model of Emotions: Identification of intervention targets	<p><u>Complete the following by October 23rd at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #7: Model of Emotions</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">How to Manage Your Thoughts, Feelings, and Behaviors</a></li> <li>• <a href="#">Cognitive Restructuring: Six ways to do cognitive restructuring.</a></li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Cognitive Behavioural Therapy (CBT) Techniques</a></li> <li>• <a href="#">How Does Cognitive Behavioral Therapy Work?</a></li> <li>• <a href="#">Automatic Thoughts</a></li> </ul>
Lesson 8 (October 23rd)	Identifying Unhelpful Thoughts and Changing Them to More Helpful Ones	<p><u>Complete the following by October 30th at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #8: Identifying and Changing Unhelpful Thoughts</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">Emotions 101: How to Reveal and Heal What You Feel</a></li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• <a href="#">Getting stuck in the negatives (and how to get unstuck)   Alison Ledgerwood   TEDxUCDavis</a></li> <li>• <a href="#">Opposite Action</a></li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Reducing Vulnerability to Emotion Mind/ Taking Care of Your Mind by Taking Care of Your Body (PLEASE Skills)</a></li> <li>• <a href="#">Mindfulness of Current Emotion</a></li> </ul>
Lesson 9 (October 30th)	Managing Negative Emotions	<p><u>Complete the following by November 6th at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #9: Managing Negative Emotions</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 466-474 (in Canvas)</li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>• <a href="#">MARSHA LINEHAN - Interpersonal Effectiveness</a></li> <li>• <a href="#">DEARMAN: How to Communicate Assertively</a></li> <li>• <a href="#">GIVE</a></li> <li>• <a href="#">FAST</a></li> </ul>
Lesson 10 (November 6th)	Developing Interpersonal Effectiveness	<p><u>Complete the following by November 13th at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #10: Developing Interpersonal Effectiveness</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 475-479 (in Canvas)</li> </ul> <p>Viewing(s):</p> <ul style="list-style-type: none"> <li>• None</li> </ul>
Lesson 11 (November 13th)	Balancing Options and Intensity	<p><u>Complete the following by November 27th at noon:</u></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Reflection Assignment #11: Balancing Options and Intensity with Interpersonal Effectiveness</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Self-esteem and subjective well-being revisited: The roles of personal, relational, and collective self-esteem</a> (the PDF is also available in Canvas)</li> <li>• <a href="#">Social support: Tap this tool to beat stress</a></li> </ul>

		(the PDF is also available in Canvas)  Viewing: <ul style="list-style-type: none"> <li>• <a href="#">The power of vulnerability</a></li> </ul>
November 20th	Thanksgiving Recess (No Classes)	
Lesson 12 (November 27th)	Relationships and Connecting with Others in Meaningful Ways	<u>Complete the following by December 4th at noon:</u>  Homework: <ul style="list-style-type: none"> <li>• Reflection Assignment #12: Connecting with Others in Meaningful Ways</li> </ul> Readings: <ul style="list-style-type: none"> <li>• <a href="#">Beyond Tender Loving Care: 'TLCs' Promise Health and Happiness: Therapeutic lifestyle changes offer many mental health benefits</a></li> <li>• <a href="#">Lifestyle and Mental Health</a> (the PDF is also available in Canvas)</li> <li>• <a href="#">Sleep and Mood</a></li> </ul> Viewing: <ul style="list-style-type: none"> <li>• <a href="#">Sleep is your superpower   Matt Walker</a></li> </ul>
Lesson 13 (December 4th)	Therapeutic Lifestyle Changes and the Importance of Sleep	<u>Complete the following by December 11th at noon:</u>  Homework: <ul style="list-style-type: none"> <li>• Reflection Assignment #13: Therapeutic Lifestyle Changes (REFRESHER)</li> </ul> Reading(s): <ul style="list-style-type: none"> <li>• None</li> </ul> Viewing(s): <ul style="list-style-type: none"> <li>• None</li> </ul>
December 11th	Final Exam	<b>Final Exam: The exam will be administered online and you may use any/all materials, notes, or other resources we have provided for the exam. If you'd like, you are also welcome to work with your classmates. You will have a total of 2 hours to complete the exam. The exam will be open in Canvas from 9am until 5pm on Monday, 12/11 so you may take it whenever you like that day – but remember to start early enough to give yourself time to complete the exam. The exam is DUE by 5pm.</b>



		<p><b>Extra credit will be available in a separate Canvas quiz from the exam. You will not be able to view the extra credit until you have completed and submitted the exam. The extra credit quiz will be open in Canvas from 9am until 5pm on Monday, 12/11. The extra credit is DUE by 5pm.</b></p>
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### **IN-CLASS BEHAVIORAL EXPECTATIONS:**

We expect students to arrive to class on time, stay for the duration of classes, pay attention, and to use respectful language when speaking with instructors and peers. We also ask that you do not use your phone excessively, do other work during class time, or work on anything else inappropriately while we are teaching. Student participation makes class time much more enjoyable for everyone so please show up ready to ask or answer questions! If you miss recitation, a make-up video will be posted each week to Canvas so you can complete your reflection assignment. Lectures are not recorded.

### **DESCRIPTION OF REQUIREMENTS AND ASSIGNMENTS:**

#### **1. ATTENDANCE**

25% (5 points per class session; for BOTH lectures and recitations) of your grade is based on your attendance to class meetings - please arrive on time for class.

- a. **You can miss A TOTAL of 2 class meetings (across both lecture and recitation) without penalty** – Canvas is programmed to drop the 2 lowest attendance scores automatically at the end of the semester and before final grades are calculated. After two absences, any missed classes will result in loss of points toward your final grade. In the event of an emergency or other urgent matter requiring you to miss class, please communicate with us as soon as possible to make alternate arrangements. Remember, we are free to make choices in life and we do not necessarily get to choose what the outcomes of those choices are!
- b. If you need to miss class due to a religious observance, please inform the professor or your recitation instructors ahead of time. You will be excused from class and will not lose attendance points. You will remain responsible for reviewing the class material, completing any assignments, and we advise that you arrange to receive notes from a classmate or request them from an instructor.
- c. Lecture attendance will be taken each week using a mini-quiz through Canvas that will be opened sometime during the lecture period for a few minutes. You likely will not be able to guess the answer to the quiz unless you are present in class. Recitation instructors will take attendance in the usual way, by recording who is absent, present, etc.

#### **2. READINGS/VIEWINGS**

There will be weekly reading and viewing assignments that need to be completed in order to properly answer the questions/prompts for your reflection assignment. All readings and viewings will be provided through the class Canvas page (and/or in the syllabus above). There are no required textbooks to purchase for this course.

#### **3. REFLECTION ASSIGNMENTS**

50% (20 points each for 13 posts) - Every Monday by noon (12pm) you will be expected

to complete a reflection assignment in Canvas that includes reflecting on skills practice, class-activities, gratitude, weekly lecture, assigned readings/viewings, and the diary card. After Lesson 2, you will begin filling out a diary card (as part of your weekly reflection assignment) that helps you track the use of the skills you're learning in this class. If you turn in the correct card, fully completed (e.g., with your name, the correct date, and ratings), you will get full credit. Reflection assignments, including the diary card, serve as a way to relate the content to your life and help you think about how you will use the material going forward. They also provide the teaching team with another way to interact with you and help you get the most out of the skills for your life.

***NOTE: there are several different versions of the diary card that adds the new skills you have learned to the card; please be sure to turn in the correct week's card in order to get full credit.***

#### **4. FINAL EXAM**

25% (50 points) - There will be a comprehensive, final quiz for this course during finals week. The comprehensive quiz will include multiple-choice and true/false questions that cover all the topics discussed throughout the semester. You will have 2 hours to complete the final exam and you will be allowed to use your notes and work with classmates if you want to. However, because this is a timed test, we strongly encourage you to study as you will not have time to look up the answers to all 50 questions in the time given. The purpose of this exam is for you to review previously learned material and demonstrate competency.

**LATE ASSIGNMENTS POLICY:** Reflections assignments turned in after their due date and time are subject to being marked down. Assignments turned in within 24 hours of the due date and time will be marked down two points. For every day after the initial 24 hours of being due, assignments are marked down an additional 1 point. So, for example, an assignment turned in 50 hours after the due date and time would be marked down 4 points, 2 points for the first 24 hours late and then 1 point for each following day late. If you turn in an assignment 20 minutes late, it will be marked down 2 points because it was turned in within 24 hours of the original due date/time.

**CONTACTING US:** Please only contact us through email, NOT Canvas, as the Canvas message system is less reliable and we may not see comments you leave in time to address your question. Please do not email us during class time.

## LETTER GRADES:

Percent	Grade
97 to 100%	A+
94 to <97%	A
90 to <94%	A-
87 to <90%	B+
84 to <87%	B
80 to <84%	B-
77 to <80%	C+
74 to <77%	C
70 to <74%	C-
67 to <70%	D+
64 to <67%	D
60 to <64%	D-
0 to <60%	F

### NOTE TO ALL STUDENTS:

ALTHOUGH THIS CLASS IS FOCUSED ON HELPING YOU LEARN SKILLS FOR MENTAL HEALTH, WELLNESS, AND RESILIENCE, PARTICIPATING IN THIS CLASS IS NOT THERAPY AND SHOULD NOT BE CONSIDERED TO BE "TREATMENT" FOR ANY TYPE OF MENTAL HEALTH ISSUE. IF YOU ARE EXPERIENCING MENTAL HEALTH RELATED SYMPTOMS, PLEASE CONTACT THE UNIVERSITY COUNSELING CENTER AT (412) 648-7930 OR VISIT THEIR WEBSITE FOR MORE INFORMATION AT <https://www.studentaffairs.pitt.edu/cc/>.

### Your Well-being Matters

Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive @ Pitt](#) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

### Additional Resources that might be helpful:

Resolve Crisis Services: Free to residents in Allegheny County, Resolve offers a 24/7 hotline (1-888-796-8226), a mobile crisis unit, and a walk-in center.

National Suicide Hotline: (24/7): 988; <https://988lifeline.org/>

Crisis Textline: Text HOME to 741741 to connect with a crisis counselor

The Trevor Project (LGBTQ 24/7 Mental Health Hotline): 1-866-488-7386 or text START to 678-678

National Sexual Assault Telephone Hotline (RAINN): 1-800-656-4673

**Please also note:**

Taking care of yourself is vital to gaining the most out of your Pitt experience. That's why a site has been created to compile all the resources available to help you succeed! This site provides links to food, health, employment, housing, and support resources at Pitt and within the Pittsburgh Community: [Bit.ly/help-resources](https://bit.ly/help-resources)

**UNIVERSITY POLICIES:****ACADEMIC INTEGRITY:**

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands- on practice, complete the [Academic Integrity Modules](#).

**DISABILITY SERVICES:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**STATEMENT ON CLASSROOM RECORDING:**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.