

# IB 534: Evolution and Medicine Fall 2024

CRN 70184

## Course Description

Explores how human health is inseparably tied to our evolutionary history and thus how evolution is an underpinning discipline for health professionals. Provides an overview of evolutionary processes, molecular evolution, human evolution, life history theory, and evolutionary-developmental biology. Illustrates the application of these principles to our understanding of nutrition and metabolism, reproduction, disease and stress, and behavior. Explores in practical terms how the principles of evolutionary medicine can be applied in medical practice and public health.

This course is restricted to OMST or Integrative Biology graduate students in master's degree programs.

## Student Learning Objectives

Upon completing this course, students will be able to:

- Understand how our evolutionary history has impacted human health.
- Explain evolutionary principles as they apply to human health.
- Apply these principles to our understanding of nutrition, metabolism, reproduction, disease and stress and behavior.
- Show in practical terms how evolutionary medicine can be applied to medical practice and human health.

## Course Structure

This is a **4-credit hour** course. The course is **8 weeks** long and consists of 8 content modules. Please be aware that this course is accelerated in nature; 16 weeks' worth of content will be covered in an 8-week time span. You should dedicate approximately **14-24 hours** per week (at least 6-8 hours per week learning the advanced topics of this course (through video lectures and readings), and at least 8-16 additional hours per week on homework assignments and class projects) to working on the course itself, but actual time commitments will vary depending on your input, needs, and personal study habits. You are required to log on to the course website a minimum of **4 days per week** but as discussions develop, you will probably need to do so more frequently.

This course is designed with the principles of collaborative learning, constructivism, and active participation in mind. You are encouraged to share your thoughts and engage in problem-solving. The course has a consistent and predictable structure, organized around the weekly modules, with a course website that is straightforward and easy to navigate. Instructions and due dates for activities and assignments are clearly articulated so that you know what is expected of you and will be able to easily stay on track.

We realize that you have a life beyond the scope of this course. However, if you are unable to complete an assignment because of professional obligations, you should notify the instructor or, better yet, prepare the assignment ahead of time and post it early. This will give your classmates a head start in reading and responding to your work. Most assignments are due by 11:55 PM of their respective due dates as listed on the course calendar, giving you and your classmates time to read and comment on each other's work before the next module begins.

Readings and responses to discussion questions should be read and submitted during the module for which they are assigned in order to get the most benefit from the discussions. At the end of each content module, participants will have an opportunity to make sure that they have completed all the required activities and assignments.

## Instructor

- Joanne Manaster
- University of Illinois at Urbana-Champaign
- Contact Information:
  - Office Phone: +1 (217) 244-2489
  - E-mail: joannema@illinois.edu (best way to reach me)

## Textbook

Our Textbook: [Principles of Evolutionary Medicine](#) by Gluckman, Beedle, Buklijas, Low, and Hanson, 2nd edition. The textbook can be purchased through [the Illini Union Bookstore](#) or elsewhere. Other reading materials and e-reserves will be listed in the weekly Module Overview pages within the course website. Textbook readings are static. Other articles and resources are not listed because they could change at the last minute, so it is preferable to consult the list given in the weekly module list.

## Course Outline

- Week 1: Evolutionary Theory and Molecular Basis of Human Variation. In this module, you will be introduced to the field of Evolution in Medicine and how it can be a very useful perspective for both those in the medical field and for evolutionary biologists. You will also be doing a review of evolutionary theory and the basis of human genetic variation.
  - Text Reading: Principles of Evolutionary Medicine by Gluckman, Beedle, et al., 2nd edition. Chapter 1, Chapter 2, and Chapter 3. Also page 324-325, (section 13.12).
- Week 2: Evolution and Human Development. In this module, you will be learning about the concept of developmental plasticity and how the environment influences how an organism ultimately develops and the effects on future health.
  - Text Reading: Principles of Evolutionary Medicine by Gluckman, Beedle, et al., 2nd edition. Chapter 4.
- Week 3: Evolution of Life Histories. In this module, you will be learning about the health trade-offs that come during the typical human life history, learning the flow from birth, childhood, adolescence through senescence.
  - Text Reading: Principles of Evolutionary Medicine by Gluckman, Beedle, et al., 2nd edition. Chapter 5.
- Week 4: Human Evolution and the Origins of Human Diversity. In this module, you will be exploring the key elements in human evolution, how humans have adapted to different environments during their evolution and the genetic changes that make us human.
  - Text Reading: Principles of Evolutionary Medicine by Gluckman, Beedle, et al., 2nd edition. Chapter 6.
- Week 5: Reproduction and Evolution. In this module, you will be exploring various aspects related to reproduction including mate choice, why females menstruate, sex ratio determination in a population, the difficulties of childbirth, maternal-fetal interactions and menopause.
  - Text Reading: Principles of Evolutionary Medicine by Gluckman, Beedle, et al., 2nd edition. Chapter 8.
- Week 6: Nutritional and Metabolic Adaptation. In this module, you will learn how an organism's ability to adapt to food availability is a major point where natural selection can act. You will also examine how obesity and other metabolic disorders result from a mismatch between our bodies and the modern diet.
  - Text Reading: Principles of Evolutionary Medicine by Gluckman, Beedle, et al., 2nd edition. Chapter 9.
- Week 7: Defenses and Social Organization and Behavior. In this module, you will be looking at the roles that stress as well as infectious and autoimmune diseases play in the overall health of an

individual and how these are evolutionarily linked. Virulence, antibiotic resistance, vaccinations, asthma, and allergies will all be examined. Additionally, you will look at how human social structure has changed and how this is the underpinning of the subfield of evolutionary psychiatry. Altruism, personality disorders and psychoses all seem to be related to evolution of human interactions.

- Text Reading: Principles of Evolutionary Medicine by Gluckman, Beedle, et al., 2nd edition. Chapter 10 and Chapter 11.
- Week 8: Ultimate Mechanisms Affecting Disease Risk and Evolutionary Perspectives on Cancer. In this module, you will review the mechanisms that affect disease risk and learn how evolutionary principles can be applied to medical practice and will also look at how evolution may play a role in the development of cancer and the implications for prevention and therapy.
  - Text Reading: Principles of Evolutionary Medicine by Gluckman, Beedle, et al., 2nd edition. Chapter 7 and Chapter 12.

## Grading

You are expected to complete your work independently, in accordance with [University policy](#). Failure to do so will result in strict disciplinary action, including loss of all credit for the assignment, notification of a dean, and possible dismissal from the University. You may work with others on homework, but the final product must be your own.

**Assignments, Weights, and Deliverables:** You can access your scores by clicking the **Grades** link from the course home page. All interim and final deliverables have due dates. Failure to meet deadlines results in a reduction of the assignment points. For the due dates of each assignment, please see the course calendar.

## Grading Scale

Letter Grade	Percentage Range	Point Range
A+	97.00–100.00	795.4–820
A	92.00–96.99	754.4–795.3
A-	90.00–91.99	738–754.3
B+	87.00–89.99	714.4–737.95
B	82.00–86.99	672.4–713.3
B-	80.00–81.99	627.32–656
C+	77.00–79.99	631.4–655.9
C	72.00–76.99	590.4–631.3
C-	70.00–71.99	574–590.32
D+	67.00–69.99	573.9–549.4
D	62.00–66.99	508.4–549.32
D-	60.00–61.99	492–508.32
F	0–59.99	0–491.2

## Point Distributions

Assignment	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Total points per assignment	Relative weight	
Why Do Humans HAVE That? Presentation									150	150	18%
Discussions	25	25	25	25	25	25	25	25	200		25%
Self-Assessment Quizzes	10	10	10	10	10	10	10	10	80		10%
Wiki Project					140				140		17%
Final Project									250	250	30%
Total									820		100%

## Course Activities

**Module Overview:** Each module will begin with the module overview, explain what the module is about, what learning goals you are expected to achieve, how long the module will take, and in what activities you will participate. Each module is designed with the same structure and activities unless otherwise specified. The module activities are explained in greater detail below. You can find the due dates of specific assignments in the course calendar.

**Synchronous Sessions:** Each week there will be an optional synchronous session in which all students will come together online at the same time to talk. These sessions will use *Zoom* to join all participants together in a session where you can text chat, voice chat, and see the computer desktop of the instructor. These sessions run from 7-8:30pm Central time weekly. Attendance is not mandatory, except during your Why do Humans Have That? presentation, but students attend to support their classmates when they present and to ask questions about the week's materials. The majority of students find this time valuable to help them connect to their classmates and the instructor.

**Discussion Forums (25%):** Each week, you will answer given discussion questions and reply to the answers of two other classmates. The purpose of this activity is for you to contemplate and articulate your thoughts on the content of this week's material and become more familiar with it. Your Discussion assignments will be graded based on the Discussion Rubric.

**Weekly Self-Assessments (10%):** Weekly Self-Assessments are brief summative assessments in multiple choice and True/False format to double check your knowledge of the material presented in the readings and lectures. They are worth 10 points each. You should spend approximately **30 minutes** to finish this quiz. You will be given 2 30-minute attempts at the self-assessment.

**Why Do Humans HAVE That? Presentation (18%):** The human body can be quite perplexing. We have body parts of unknown use but if we examine them in depth, we can discover their origins. Through this exercise, we will become familiar with these oddities. You will explore why humans presumably either retain or have developed these structures from an evolutionary standpoint and their implications for human health. Each week, two to three students will deliver a 7–10-minute presentation of their chosen topic during the synchronous session. Ideally, you will discover where these structures first appeared in phylogeny (i.e. which organism first displayed these structures). This activity fulfills the LAS requirement for verifying the identity of students for 20% of the course grade and is evaluated according to the Why Do Humans HAVE That? Presentation Rubric.

**Why Do Humans DO That? Individual Wiki (17%):** The goal of this Individual wiki is to explore evolutionary reasons for symptoms or traits humans have in detail and then write a summary of your findings. Later, in a separate individual reflection exercise you will review the summaries of other topics developed by your fellow students. Students create a wiki (an interactive term paper) that discusses human traits and functions from an evolutionary perspective. This project begins in Week 2 with the choice of topic, and in week 3 students create a Wiki in Google Docs, Weebly, etc. (unless you really want to use the Moodle Wiki), that summarizes key behaviors humans exhibit that might be explained by evolutionary principles. The text part of your summary should be 1000-1500 words in length (equivalent to a 4–5-page paper). Figures, tables, and references do not count towards the total word count. Students must list at least three (3) properly formatted references as sources of information. In **Week 4**, students will evaluate and provide feedback on the projects of their classmates, and in Week 5, a final corrected version is submitted for grading. The total for the entire project is 140 points and is evaluated with the Individual Wiki Rubric.

**Final Project (30%):** The goal of the final project is to look deeply at diseases and disorders from an evolutionary perspective. The project requires that you use the information we have learned in the course, demonstrating your mastery of the material, to come up with your own theories (with supporting documentation) as to why our bodies sometimes fail us. The format will be a Powerpoint presentation (or similar, such as Prezi or a Google slideshow), with a slide and word limit. See the Final Project Rubric for more information.

## Schedule for Fall 2024

Week	Topic	Major Assignments Due
1 (Aug 26)	Week 1: Evolutionary Theory and Molecular Basis of Human Variation	<ul style="list-style-type: none"> <li>Orientation Activities</li> <li>Week 1 Lessons and Readings</li> <li>W1 Synchronous Session (Tu 7pm Central)</li> <li>W1 Discussion (post, replies)</li> <li>W1 Self-Assessment</li> <li>Choose your topic and date to present: Why Do Humans HAVE That?</li> </ul>
2 (Sept 2)	Week 2: Evolution and Human Development	<ul style="list-style-type: none"> <li>Week 2 Lessons and Readings</li> <li>W2 Synchronous Session (Tu 7pm Central)</li> <li><i>Present Why Do Humans HAVE That? If it is your week</i></li> <li>W2 Discussion (post, replies)</li> <li>W2 Self-Assessment</li> <li>W2 Wiki Milestone: Why Do Humans DO That?</li> </ul>
3 (Sep 9)	Week 3: Evolution of Life Histories	<ul style="list-style-type: none"> <li>Week 3 Lessons and Readings</li> <li>W3 Synchronous Session (Tu 7pm Central)</li> <li><i>Present Why Do Humans HAVE That? If it is your week</i></li> <li>W3 Discussion (post, replies)</li> <li>W3 Self-Assessment</li> <li>W3 Wiki Milestone: Why Do Humans DO That?</li> </ul>
4 (Sep 16)	Week 4: Human Evolution and the Origins of Human Diversity	<ul style="list-style-type: none"> <li>Week 4 Lessons and Readings</li> <li>W4 Synchronous Session (Tu 7pm Central)</li> <li><i>Present Why Do Humans HAVE That? If it is your week</i></li> <li>W4 Discussion (post, replies)</li> <li>W4 Self-Assessment</li> <li>W4 Wiki Milestone: Why Do Humans DO That?</li> </ul>
5 (Sep 23)	Week 5: Reproduction and Evolution	<ul style="list-style-type: none"> <li>Week 5 Lessons and Readings</li> <li>W5 Synchronous Session (Tu 7pm Central)</li> <li><i>Present Why Do Humans HAVE That? If it is your week</i></li> <li>W5 Discussion (post, replies)</li> <li>W5 Self-Assessment</li> <li>W5 Wiki Milestone: Why Do Humans DO That?</li> <li>Choose your Final Project topic</li> </ul>
6 (Sep 30)	Week 6: Nutritional and Metabolic Adaptation	<ul style="list-style-type: none"> <li>Week 6 Lessons and Readings</li> <li>W6 Synchronous Session (Tu 7pm Central)</li> <li><i>Present Why Do Humans HAVE That? If it is your week</i></li> <li>W6 Discussion (post, replies)</li> <li>W6 Self-Assessment</li> </ul>

7 (Oct 7)	Week 7: Defenses and Social Organization and Behavior	<ul style="list-style-type: none"> <li>• Week 7 Lessons and Readings</li> <li>• W7 Synchronous Session (Tu 7pm Central)</li> <li>• <i>Present Why Do Humans HAVE That? If it is your week</i></li> <li>• W7 Discussion (post, replies)</li> <li>• W7 Self-Assessment</li> </ul>
8 (Oct 14)	Week 8: Ultimate Mechanisms Affecting Disease Risk and Evolutionary Perspectives on Cancer	<ul style="list-style-type: none"> <li>• Week 8 Lessons and Readings</li> <li>• W8 Synchronous Session (Tu 7pm Central)</li> <li>• <i>Present Why Do Humans HAVE That? If it is your week</i></li> <li>• W8 Discussion (post, replies)</li> <li>• W8 Self-Assessment</li> <li>• Final Project Upload</li> </ul>

### A note about sources of information:

It is highly recommended that you primarily consult the following sources of information in studying for this class. Use Google-discovered sites with caution and a skeptical eye, as you probably are aware.

- Suggested books and required readings
- Supplemental information posted on course website
- Internet links provided in class or on course website

### Technical Support

Students who experience technical difficulties should get help from the following resources:

- For course content, activities, grades, etc., consider posting your question to the General Q & A Forum; otherwise, contact your instructor.
- [Course website problems](#)
- [Other technical problems](#)

### Academic Calendar

Course Length: This University of Illinois course is **8 weeks** long. This course runs from August 22, 2024 until October 16, 2024. Definition of a Course Week: A course week is defined as the period between Sunday, 12:00 AM Central Time, and Saturday, 11:59 PM Central Time. For more information, see the [University's Academic Calendar](#).

### Participation

Student Commitment: By registering for this online course, you commit to self-motivated study, participation in online course activities, and timely submission of all assignments. Furthermore, you commit to accessing the course website and checking e-mail at least 4 days per week, as well as to devoting at least 14-24 hours weekly to preparing for each module and completing the required assignments and readings.

### Assignments

Late Submissions of Assignments and Other Written Work: Assignments, case studies, reflective essays, and other written work are due by 11:55 PM Central Time on the dates specified in the course calendar, unless otherwise noted. Unless permission from the instructor is obtained **at least 1 day before a due date**, projects later than 24 hours past the due date will not receive a grade.

### Late Submissions of Discussions, Wikis, and Blog Posts

The required initial discussion and wiki posts **must be made on time**. Assignments submitted within 24 hours will receive a penalty of 20%. Beyond 24 hours, the grade will be zero unless other arrangements have been made.

### Being Excused from Assignments



If you wish to be excused from participation in class discussions or from submitting projects on time because of medical reasons or personal emergencies, you must address the issue with the course instructor. Because of this course's fast pace and the potential effect that such excusals may have on your ability to complete it successfully, such accommodation will be made on a case-by-case basis.

## Instructor Responses

**Instructor Feedback Turnaround Time:** Questions posted to the General Q & A Forum usually will be answered within 24 hours. If possible, students are encouraged to answer questions posted by other students to the General Q & A Forum, rather than waiting for an instructor's response. Assignments submitted online will be reviewed and graded by the course instructor within 3 business days. Exams, essays, and term papers will be graded within 5 business days.

**Responding to E-mails and Phone Calls:** The instructor will respond to e-mail messages and phone calls within 24 hours of receiving them unless the instructor notifies you ahead of time of an inability to do so. When sending e-mail, include a subject line that identifies the course number and nature of your question. The instructor may not respond to questions sent to him or her that should be posted in the General Q & A Forum. Please don't be offended if you are asked to forward your question to this location. If you leave a voice mail message with the instructor, please check your e-mail for a response.

## Communications

**Daily Contact:** Your daily contact should be via the General Q & A forums in our Learning Management System (Moodle) and via e-mail.

**Course Questions:** Questions pertaining to the course should be posted in our General Q & A Forum discussion forum. You can get to this forum from the course home page. Posting questions here allows everyone to benefit from the answers. If you have a question, someone else is probably wondering the same thing. Anyone submitting a general question via e-mail may be directed to resubmit the question to the General Q & A Forum. Also, participants should not hesitate to answer questions posed by peers if they know the answers and the instructor has not yet responded. This not only expedites the process, but also encourages peer interaction and support.

**Personal Questions:** Questions of a personal nature should first be sent to the instructor's e-mail address. When sending e-mail, include a subject that identifies the course number and nature of your question.

**Emergencies:** If you have an emergency that will keep you from participating in the course, please notify your instructor by using the instructor's e-mail address (listed on the **Instructor Information** page). Provide callback information in your e-mail (if necessary). You should also notify your program director of any emergencies.

## Zoom

*Zoom* is a tool that allows multiple people to come together simultaneously via a computer to text chat, audio chat, video chat, collaborate on a digital whiteboard, and even share your computer's desktop with one another. The Instructor's Virtual Office and the Student Lounge (when available) make use of *Zoom*.

**Instructor's Virtual Offices:** Another way to communicate with the instructor is to make use of the virtual office hours. The instructor will be available by appointment in the **Virtual Office** for office hours, via *Zoom*.

**Student Lounge:** Participants may also want an alternative way to meet synchronously with each other for studying together, group projects, problem solving, and so on. Students may enter the **Student Lounge** virtual *Zoom* classroom. See the **Student Lounge** page at the left for more information and a link to the Student Lounge.

## Announcements

The **Course Announcements** forum serves as a way for your instructor and University of Illinois administrators to make announcements within our virtual learning environment. Announcements posted here will also be sent to your Illinois

e-mail address, so be sure to check your e-mail or the Course Announcements forum at least once a day to see whether any new announcements have been made.

## E-mail

Course participants can also use the internal e-mail tool inside Moodle to communicate privately with the instructor, group members, and each other. Make sure your e-mail address is current and activated within your Moodle Profile so that messages sent to you from within Moodle are automatically forwarded to your regular e-mail address as well. You may find this [video tutorial on updating your Moodle profile](#) helpful in setting this up.

## Telephone

The telephone is still sometimes the most effective mode for troubleshooting problems related to the course. The instructor's phone number, virtual office hour times, and other contact information can be found by clicking on the **Instructor Information** page within this Syllabus.

## Academic Integrity

Academic dishonesty will not be tolerated. Examples of academic dishonesty include the following:

- Cheating
- Fabrication
- Facilitating infractions of academic integrity
- Plagiarism
- Bribes, favors, and threats
- Academic interference
- Examination by proxy
- Grade tampering

**Non-original work:** Should an incident arise in which a student is thought to have violated academic integrity, the student will be processed under the disciplinary policy set forth in the Illinois Academic Integrity Policy, using the FAIR system (<https://studentcode.illinois.edu/article1/part4/1-401/>). If you do not understand relevant definitions of academic infractions, contact your instructors for an explanation within the first week of class.

## Copyright

**Student Content:** Participants in University of Illinois courses retain copyright of all assignments and posts they complete; however, all materials may be used for educational purposes within the given course. In group projects, only the portion of the work completed by a particular individual is copyrighted by that individual. The University of Illinois may request that students' materials be shared with future courses, but such sharing will only be done with the students' consent. The information that students submit during a course may, however, be used for the purposes of administrative data collection and research. No personal information is retained without the students' consent.

**Non-Student Content:** Everything on this site and within University of Illinois courses is copyrighted. The copyrights of all non-student work are owned by the University of Illinois Board of Trustees, except in approved cases where the original creator retains copyright of the material. Copyrights to external links are owned by or are the responsibility of those external sites. Students are free to view and print material from this site so long as

- the material is used for informational purposes only;
- the material is used for noncommercial purposes only; and
- copies of any material include the respective copyright notice.

These materials may not be mirrored or reproduced on non-University of Illinois websites without the express written permission of the University of Illinois Board of Trustees. To request permission, please contact the academic unit for the program.

## Student Behavior

**Student Conduct:** Students are expected to behave in accordance with the penal and civil statutes of all applicable local, state, and federal governments, with the rules and regulations of the Board of Regents, and with university regulations and administrative rules. For more information about the student code and handbook, see academic integrity policy and procedure (<https://studentcode.illinois.edu/article1/part4/1-402/>).



**Netiquette:** In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

## Other Concerns

**Disabilities and Religious Observances:** Please contact your instructors or TAs during the first week of classes to make requests for disability accommodations or observation of religious holidays. To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail [disability@illinois.edu](mailto:disability@illinois.edu) or go to the DRES website. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting "Sign-Up for an Academic Screening" at the bottom of the page. To obtain waivers for student athlete (cheerleader, marching band, etc.) activities, submit your documentation to your instructor.

**Diversity, Equity, and Inclusion (DEI):** In forming an inclusive course, we mean a course that values and creates space for all identities such as those based on ethnicity, culture, sexual identity, gender identity, religious identity and beyond. Research shows that inclusive courses allow for better learning outcomes, a more positive learning experience, better community, and better leadership training in engaging humanity. To create an inclusive space in this course, we must all work to collaboratively create a safe and respected space that supports and encourages everyone to share their views and concerns. We must value multiple perspectives and experiences, while also reducing student experiences of marginalization. We must treat each other as individuals.

**Family Educational Rights and Privacy Act (FERPA) Statement:** Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

**Sexual Misconduct Policy and Reporting Statement:** The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <https://wecare.illinois.edu/resources/students/#confidential> Other information about resources and reporting is available here: [wecare.illinois.edu](https://wecare.illinois.edu).

**Support:** Basic needs insecurity is common among college students and the negative impacts are real:

- Increases difficulty in concentrating and studying, lowers retention, and decreases graduation rate.
- Generates and/or elevates depression, anxiety, insomnia, headaches, and burnout.
- Lowers morale and motivation, reduces creativity, hinders communication, decreases productivity, increase absenteeism, and decreases social opportunities.

Students who are hungry, burned-out, depressed, preoccupied with issues like money are less likely to succeed academically, socially, and personally. If at any point in the semester you are struggling with mental health issues (anxiety, depression, grief, PTSD, addiction, cultural struggles, coming out, etc.), inconsistent access to nutritious foods, housing or financial instability, or lack of access to any other basic needs, we encourage you to seek help through one of the campus resources. Seeking support is healthy and courageous.

**Mental Health:** Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee (see <https://wellness.illinois.edu>). If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)
- If you are in immediate danger, call 911.

**Community of Care:** As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether regarding their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center 217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at McKinley Health Center (<https://mckinley.illinois.edu/>). Or the Counseling Center (<https://counselingcenter.illinois.edu/>). For urgent matters during business hours, no appointment is needed to contact the Counseling Center. For mental health emergencies, you can call 911.

**Food Assistance and Wellbeing Program:** Among college students, 35-51% report experiencing food insecurity. At UIUC around 1 in 5 students experience food insecurity. Proper nutrition has been linked to positive brain function and better academic outcomes; don't settle for the "right of passage" of living on cheap, processed food. There are several community and campus resources to get you the nutrition you need to succeed. You can find them here: <https://odos.illinois.edu/community-of-care/resources/students/food-resources/>