

IB 531: Emerging Infectious Diseases and Human Health

CRN

Course Description

This fully online, 8-week course examines new human infectious diseases, such as Covid-19, Avian flu, West Nile virus, AIDS, and Lyme disease, that are a major threat to human health as well as re-emerging disease threats due to human activity. The course examines the historic links among human health, disease pathogens, and ecology, as well as the origin of each new disease and how it is regulated by specific environmental conditions. The course explores how global change and biodiversity loss will increase the possibility of future ecological epidemics and the steps needed to reduce their effects on human health. Students will learn about the growing threat of antibiotic resistant bacteria, bioterrorism agents and neglected tropical diseases. In addition, the course covers the interesting and fairly new field of the human microbiome and finishes with a look at the reality of future pandemics.

This course is 4 credit hours and does not have any prerequisites.

Student Learning Objectives

Upon completing this course, students will be able to:

- Describe how disease agents are transmitted, pathogen life cycles, and the underlying factors of disease emergence.
- Illustrate how disease agents can affect species population, ecological communities, and ecosystems, and how this may influence human health.
- Discuss the historical frameworks that influenced the study of disease ecology and the impact on human health.
- Discuss methods of managing ecosystems to reduce the pathogenic load.
- Conclude the course with an overview of diseases that could possibly become an epidemic.
- Explain the ecology of the disease epidemics as examined by the wiki of disease.

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

There are no formal textbooks for this course. Rather, please refer to the optional books of interest, websites, and e-Reserve information listed in the overview of each weekly module.

Course Outline

Week 1: Introduction and Epidemiology of Infectious Diseases: The first lesson will cover the different taxonomic groups that cause illness and introduce you to a few disease ecologists and also provide an overview of many of the major historical pandemics. Finally, the lesson examines the four major trends that apply to most emerging infectious diseases

Week 2: Population and Community Ecology. In this module, we will examine how basic ecological processes play a significant role in disease dynamics and learn how to classify and model disease transmission in a population.

Week 3: Biodiversity, Predators, and the Dilution Effect with a focus on Aquatic Ecosystems: We will take a look at how biodiversity/genetic diversity, population dynamic and community composition play a role in a mechanism known as the dilution effect. This will be exemplified by Lyme disease and Hantavirus pulmonary syndrome. We will examine waterborne disease pathogens, understanding how ecosystem balance, waterborne pathogens, and anthropogenic change affect disease outbreaks.

Week 4: Global Change and Disease/Climate Change and Disease: This week covers how landscape structure and climatic change have an impact on infectious diseases. The dynamics of disease pathogens vary across different landscapes, and from region to region as seasonal and climatic factors alter biological process.

Week 5: Conservation Medicine with an Emphasis on Vector Borne and Zoonotic Diseases. This week covers the topic of Conservation Medicine which is the intersection of Animal Health, Human Health, and Ecological Health. We also investigate examples of zoonotic diseases and their suspected origins and then move on to vector-borne disease transmitted by arthropods.

Week 6: Ecological Epidemiology with an Emphasis on Foodborne Illnesses: This week explores two separate topics, foodborne illnesses and the economics of human health. We attempt to answer questions including, How is it determined if our food is safe to eat? What are the factors that are causing new foodborne pathogens to develop emergent strains? Finally, we explore the relationship that exists between poverty and disease emergence.

Week 7: Microbial Ecology and the Human Microbiome: This week looks at ecology and human health, including exploring the microbiome revolution and some of the challenges face by researchers in this area. We also look at what the future holds for predicting, preventing, and managing disease pathogens and how the landscape itself influences human health.

Week 8: Pandemics and Disease Re-emergence with a Focus on Non-Zoonotic Diseases. This week explores non-zoonotic diseases, focusing on a few of these pathogens that are re-emerging, including the burden that tuberculosis causes on a global scale. We also revisit the R_0 of diseases which determines the transmission rate of an outbreak.

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.

Grading Scale

Grade	Points	Percent
A+	1067-1100	97-100
A	1012-1066	92-96
A-	990-1011	90-91
B+	957-989	87-89
B	902-956	82-86
B-	880-901	80-81
C+	847-879	77-79
C	792-846	72-76
C-	770-791	70-71
D+	737-769	67-69
D	682-736	62-66
D-	660-681	60-61
F	0-659	0-59

Point Distributions

Assignments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Total points per assignment
Disease of the Week	Select Your DotW Presentation Date								200
Lectures	5	5	5	5	5	5	5	5	40
Pandemic Lectures	6 25-minute lectures worth 5 points each, due anytime								30
Discussion: Initial Post	15	15	15	15	15	15	15	15	120
Discussion: Replies	10	10	10	10	10	10	10	10	80
Reading Quizzes	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	60
Wikis	-	80	40	160	80	40	180	-	580
Total									1100

View the Graduate College Handbook for Students, Faculty and Staff Chapter III: Academic Record [Grading System](#) page for more information.

Assignments, Weights, and Deliverables

You can access your scores by clicking the **Grades** link from the left column of 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.

Course Activities

Module Overview: Each module begins with the module overview, explaining 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.

Readings and Reading Quizzes (6%) Each week, students read several articles (primary and secondary articles) and then will take a self-paced quiz over the reading material to evaluate new knowledge obtained. This will be a mixture of multiple choice, true/false, matching, and short answer questions.

Lectures/Lesson (4%) These lessons contain information pertaining to each week's topics. They will take the form of either voiced over video presentations, pdfs to read or text on the slide, followed by questions to answer to earn points. Ideally, these are completed the week of the topic, but students have all semester to earn the weekly points.

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 once per week, usually on Tuesday. Attendance is not mandatory, except during your **Disease of the Week** 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.

Disease of the Week Presentation (20%) During the semester, students will have one opportunity to report on a current emerging disease, one that has appeared in ProMed email in the previous two weeks, to your classmates during the weekly synchronous sessions. Fulfills LAS sanction ID verified assignment worth 20% of grade.

Pandemic Lectures (3%) These consist of 6 25-minute informative videos recorded by Brian Allan for his Fall 2021 Pandemics course. They contain valuable information about pandemics past and present. After each video viewing will be a question for each student to answer independently for 5 points credit. These have no due dates and can be completed at a student's own pace.

Discussion Forums (20%): 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.

Historical Disease Epidemics Individual Wiki (28%) There are many diseases that have influenced human history. For this assignment, it will be up to you to research a disease of your choosing and inform the rest of us on other diseases that have left a lasting effect upon society. This will be shared in an online wiki space of your choice, followed by peer review of other projects.

Top Issues in Emerging Infectious Disease Group Wiki (30%) This provides the opportunity to delve more deeply into specific topics in disease ecology and human health. You and the members of your assigned group will research and inform the class on these issues. This will be shared in an online wiki space of your choice, followed by peer review of other projects.

Schedule for Spring 2024

Week	Topic	Major Assignments Due
1 (Jan 16)	Week 1: Introduction and Epidemiology of Infectious Diseases	<ul style="list-style-type: none"> • Orientation Activities • Week 1 Lessons and Readings • W1 Synchronous Session (Tu 7pm Central) • W1 Discussion (post, replies) • W1 Reading Quiz • Choose your date to present: Disease of the week • Wiki 1 Phase I: Begin Final Historical Disease Epidemics Wiki •
2 (Jan 22)	Week 2: Population and Community Development	<ul style="list-style-type: none"> • Week 2 Lessons and Readings • W2 Synchronous Session (Tu 7pm Central) • <i>Present Disease of the Week If it is your week</i> • Dr. Brian Allan's Lectures and Quizzes • W2 Discussion (post, replies) • W2 Reading Quiz • Wiki 1 Phase I: Continue work on Historical Disease Epidemics Wiki •
3 (Jan 29)	Week 3: Biodiversity, Predators, and the Dilution Effect (a special look at Aquatic Ecosystems)	<ul style="list-style-type: none"> • Week 3 Lessons and Readings • W3 Synchronous Session (Tu 7pm Central) • <i>Present Disease of the Week If it is your week</i> • Dr. Brian Allan's Lectures and Quizzes • W3 Discussion (post, replies) • W3 Reading Quiz • Wiki 1 Phase I: Continue work on Historical Disease Epidemics Wiki
4 (Feb 5)	Week 4: Global Change and Disease/Climate Change and Disease	<ul style="list-style-type: none"> • Week 4 Lessons and Readings • W4 Synchronous Session (Tu 7pm Central) • <i>Present Disease of the Week If it is your week</i> • Dr. Brian Allan's Lectures and Quizzes • W4 Discussion (post, replies) • W4 Reading Quiz • Wiki 1 Phase II: Complete peer feedback of Historical Disease Epidemics Wiki
5 (Feb 12)	Week 5: Conservation Medicine with an Emphasis on Vector Borne and Zoonotic Diseases	<ul style="list-style-type: none"> • Week 5 Lessons and Readings • W5 Synchronous Session (Tu 7pm Central) • <i>Present Disease of the Week If it is your week</i> • Dr. Brian Allan's Lectures and Quizzes • W5 Discussion (post, replies) • W5 Reading Quiz • Wiki 1 Phase III: Submit the Final Historical Disease Epidemics Wiki • Wiki 2 Phase I Begin working on Top Issues in Emerging Infectious Diseases Wiki

6 (Feb 19)	Week 6: Ecological Epidemiology with an Emphasis on Foodborne Illnesses	<ul style="list-style-type: none"> • Week 6 Lessons and Readings • W6 Synchronous Session (Tu 7pm Central) • <i>Present Disease of the Week If it is your week</i> • Dr. Brian Allan's Lectures and Quizzes • W6 Discussion (post, replies) • W6 Reading Quiz • Wiki 2 Phase I Submit rough draft of Top Issues in Emerging Infectious Diseases Wiki
7 (Feb 26)	Week 7: Microbial Ecology and the Human Microbiome	<ul style="list-style-type: none"> • Week 7 Lessons and Readings • W7 Synchronous Session (Tu 7pm Central) • <i>Present Disease of the Week If it is your week</i> • Dr. Brian Allan's Lectures and Quizzes • W7 Discussion (post, replies) • W7 Reading Quiz • Wiki 2 Phase II Submit peer feedback for Top Issues in Emerging Infectious Diseases Wiki
8 (Mar 4)	Week 8: Pandemics and Disease Re-emergence with a Focus on Non-Zoonotic Diseases	<ul style="list-style-type: none"> • Week 8 Lessons and Readings • W8 Synchronous Session (Tu 7pm Central) • <i>Present Disease of the Week If it is your week</i> • Dr. Brian Allan's Lectures and Quizzes • W8 Discussion (post, replies) • W8 Reading Quiz • Wiki 2 Phase III: Submit final draft of Top Issues in Emerging Infectious Disease Wiki.

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 January 16, 2024 until March 9, 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 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.

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/>