

ENV 261 – Mixed Methods for Environmental Studies SYLLABUS – Fall 2021

Professor: Dr. Jess Vogt

Email: jess.vogt@depaul.edu or jessica.m.vogt@gmail.com

Cell: (920) 850-2016 – *OK to call, text, and leave voicemails here*

Office: McGowan South 203 G

Group Study/Office Hours: Wed, 2-3 pm, TBA location – *see also Communication Philosophy below*

Lecture: Tues & Thurs 9:40 – 11:10 am in McGowan South 401

Lab: Wed 9:40 am – 12:50 pm in McGowan South 401 – *on Sept 29 and Oct 13, we'll take two field trips to Northwest Indiana to see mixed methods research in action. On these dates, we will leave campus at 7:30 am to miss morning traffic in the drive to NW Indiana.*

ABOUT THE PROFESSOR

Dr. Jess Vogt is an Assistant Professor in the Department of Environmental Science & Studies at DePaul University. She teaches courses in sustainability science, urban forestry, and mixed methods research. She has a Ph.D. in Environmental Science, a Master's of Public Affairs in Sustainability, and a M.S. in Environmental Science, all from the School of Public and Environmental Affairs at Indiana University (Bloomington, Indiana). She earned her Bachelor of Arts degree with majors in Biology and Environmental Studies from Lawrence University (Appleton, Wisconsin). Jess is active in the urban forestry professional community, serving as Chair of the Science & Research Committee of the International Society of Arboriculture and was an Associate Editor for the journal *Urban Forestry & Urban Greening* from 2015-2020. In 2018, she was awarded the Early-Career Scientist Award from the International Society of Arboriculture. At DePaul, Jess runs LUFA, the Lab for Urban Forestry in the Anthropocene. LUFA does research at the intersection of urban forestry and sustainability science, examining how trees and urban greening activities can make cities more environmentally sustainable as well as livable for people. You can find more information about LUFA research as well as opportunities for students on our website: www.lufa-depaul.org. In April 2019, Jess and her husband Paul welcomed their first child, Noah. They live in the West Rogers Park neighborhood of Chicago. In her spare time, Jess enjoys singing with the C21 women's choral ensemble and baking sourdough bread.

Communication Philosophy:

In order to make this a successful a learning experience for all of us, I am available to meet with students outside of class as much as possible. Therefore:

- Office hours: Please feel free to stop by with questions, comments or concerns about the class, or even just to chat!
- Outside of office hours: I'm on campus Tues- Thurs, and some Fridays. I teach T-Th mornings but afternoons until ~4 pm, I am in my office and am happy to meet with you. If you schedule an appointment, I can be sure I can give you my undivided attention when you drop by.
- Email me or talk to me before or after class if you want to schedule an appointment.
- Feel free to call or text me on my cell phone (920-850-2016) during reasonable hours with questions or concerns.

COURSE INFORMATION

“Mixed methods research” aims to answer research questions that cannot be answered by one way of gathering information. For environmental science and studies, this means the mixing of quantitative and qualitative data and methodologies; the mixing of frameworks, theories, and analytical tools from the humanities, social sciences, and natural sciences; the mixing of theories and ideas from academic research with the knowledge and experience of professionals in fields of practice; and more.

Course Objective:

By the end of this course, you will be able to design and conduct environmental science and studies research and evaluation using mixed methods. Through a combination of lectures and class discussions on research methods, a close reading of scientific articles that use mixed methods, practice using mixed methods data collection methods in class, and a real-life application of mixed methods research for a local organization, we will learn to design and apply mixed methods research tools.

Learning Outcomes:

To achieve the above course objective, we will work our way through several learning outcomes specific to ENV 261. We will:

1. Be knowledgeable about the major philosophical and paradigmatic underpinnings of mixed methods research as they apply to environmental science and studies.
2. Have a capacity to read and evaluate scientific articles in environmental science and studies that utilize mixed methods research.
3. Understand how to develop good research questions, write clear research objectives, and select appropriate mixed methods to answer the research question(s).
4. Understand the importance of making quality observations – both visual (photos, videos, sketches, maps) and written (field notes) – and documenting the process of mixed methods research.
5. Be able to design and document protocols for mixed methods research, including drafting a research proposal/plan suitable for submission to an Institutional Review Board (IRB) for ethical Human Subjects Research.
6. Be able to design quality survey questions and be familiar with standard internet and by-mail survey implementation procedures.
7. Be able to conduct qualitative interviews and use qualitative coding methods to analyze these interviews.
8. Participate in the design and application of a real-life mixed methods research project for a local community stakeholder.

COURSE MATERIALS

Required Book:

The required book for this class is the excellent mixed methods research text by Teddlie & Tashakkori (2009). **I strongly recommend purchasing a hard copy of the book**, rather than the e-book, or renting a copy, as this is an excellent text for you to have in your library and will be helpful as a permanent reference should you ever have a job where data collection, analysis, or program evaluation is required. The book is available at the DePaul bookstore as well as on Amazon: <https://www.amazon.com/Foundations-Mixed-Methods-Research-Quantitative/dp/0761930124>.

Teddlie, Charles, & Abbas Tashakkori (2009). *Foundations of Mixed Methods Research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage Publications, Thousand Oaks, California. 387 pp.

Note that there is a second edition of this book that you are welcome to use, but for the ease of finding used copies, I've assigned the first edition.

Additional Required Course Materials:

In addition to the assigned textbook, a variety of additional material may be assigned, including but not limited to scientific articles, chapters from other books, and news stories, videos, or other content from the internet. These materials will be posted to D2L in weekly folders in Content >> Weekly Content. What to prepare in advance of class is in the Weekly Calendar provided on the first day of class (also posted on D2L in Content >> Syllabus etc.).

D2L:

All course materials will be posted to D2L, and most assignments will be turned in via D2L Submissions. I will send class-related emails via D2L so make sure your email address is updated in the system. The Content tab of D2L will be the most useful, but we'll also make use of the Submissions feature.

COURSE EVALUATION & ASSIGNMENTS

Final Grade:

Your final grade in the course will be based on the following. *No extra credit is available.*

ITEM	Percent
Paradigms Essay	10%
Scientific Article Discussions (Leadership & Participation)	20%
Lab Assignments	50%
Research Design	20%
TOTAL	100

Point Scale:

The following point scale will be used to assign letter grades: A (92%-100%), A- (90%-91.9%), B+ (88%-89.9%), B (82%-87.9%), B- (80%-81.9%), C+ (78%-79.9%), C (72%-77.9%), C- (70%-71.9%), D (60%-69.9%), and F (0%-59.9%).

Class & Lab Attendance & Participation

You are valued in this class. Your attendance and participation are crucial to not just your own success in the course, but to a successful learning experience for the entire class. Vibrant class discussion is a group effort, you part of this group, and your presence and voice matter. (*See also the “Step Up, Step Back” below.*)

Class and lab time will always involve your active participation in class discussion about the readings/videos, activities in pairs and small groups, and other active learning exercises. Lab attendance is especially important as the assignments we’ll begin during lab time are worth a large portion of your grade and where we’ll build the important skills of this class. This being said...

- I know sometimes things come up and you cannot attend class for whatever reason: family matters, mental health, illness, an unexpected conflict, etc.
- **In particular, please stay home if you feel sick per DePaul COVID-19 policies.** More here: <http://go.depaul.edu/covid>
- If you need to miss class, I don’t need to know the exact reason; you are an adult and I trust you to make good decisions. However, it is helpful for me in planning class activities, discussion, etc., to know in advance if you’re going to be absent or late on a particular day (email notification is preferred). And if you miss a class or lab, be sure to check in with me to see what you miss. I will make reasonable accommodations to make-up missed material, as long as the student makes a good faith effort to keep up with the class.

Step Up, Step Back: We all come to class with a unique set of experiences, perspectives, and goals and challenges in our personal and professional lives. I encourage students in all my classes to bring their full, whole selves to class, and hope you will feel comfortable sharing this whole self in the small and large group activities we do during class time. In this way, your participation is crucial to the success of the class. This being said, during class, we will encourage all of use to consider the ***step up, step back*** classroom discussion philosophy: This means that if you find yourself speaking a lot in class, you should consider *stepping back* and letting others contribute to class discussion. Conversely, if you’re finding yourself holding back relative to others in the class, we encourage you to *step up* and make your voice heard. This includes recognizing who we are not only in the classroom, but also in society at large, and making a conscious effort to listen to those who might not normally be heard.

Paradigms Essay:

DUE DATE: _____

After we learn about the various paradigms of mixed methods research in the first two weeks of class, you’ll write a 1,000-1,500-word essay evaluating the extent to which the assigned scientific article (see D2L) is indicative of any or multiple of the paradigms; the full prompt is below. Your essay should be written as a formal paper to the instructor with proper grammar and organization, and, most importantly, adequate citations throughout. The essay should have an introduction and clear thesis statement, several paragraphs of supporting evidence including citations to assigned

course materials (no outside research is required), a short conclusion, and a Works Cited at the end of the document. See Content >> Writing, Reading, Citing, Speaking Tips for helpful documents as you craft your essay.

Prompt: “Mixed Methods Paradigms & Social-Ecological Systems Research”

In Chapter 5, Teddlie & Tashakkori (2009) outline five (5) paradigms related to qualitative (QUAL), quantitative (QUAN), and mixed methods (MM) research: *positivism*, *postpositivism*, *constructivism*, *transformative*, and *pragmatism* (see in particular, the summary table on p. 88). Read the following scientific article (see D2L) and in your essay, explore the extent to which the article (its methodologies, approach, conclusions, etc.) reflects of one or more of the paradigms. Note that the article will not mention any of the paradigms by name, and in all likelihood, parts of the article may be indicative of different paradigms.

Evaluation: Your essay will be evaluated on your thesis statement, the sophistication of your argument, the quality and strength of the evidence you provide, and having proper grammar and citations. A full rubric is available on the Submission folder for the essay assignment on D2L in Content >> Assignments >> Paradigms Essay.

Scientific Article Discussions:

MY DISCUSSION DATE: _____

On select Thursdays during the quarter, we will have a small group of students lead the class in an in-depth dissection and discussion on a scientific article that uses mixed methods, focusing especially on the methods and results of the article. Once during the quarter, you will be assigned to lead this discussion. As a group, you are expected to generate ***at least 7 discussion questions (to be turned in the Tuesday before your Thursday discussion)*** and lead the class through a thoughtful discussion on the article. *Since this is a research methods class, the discussion should focus on summarizing, evaluating, and critiquing the paradigms, methods, and results as presented in the article.* I expect that students will come away from discussion with a clear understanding of the methods used, how these methods connect to the results presented, and the limitations of the methodology as presented. Make connections to what we’re learning about in class (readings, lab activities, slides, etc.). Discussion questions should be uploaded via the D2L Group Submission folder by Tuesday class time of the week your group is scheduled to lead discussion so that I can provide feedback on the planned discussion. Only one individual per group needs to upload the group's final list of discussion questions. The schedule of discussion leaders as well as additional tips for leading class discussion are on D2L: Content >> Assignments >> Scientific Article Discussion. You will be graded for the week your group leads discussion *and also on your participation in other group discussions.*

Lab Assignments:

DUE Fridays, 11:59 pm of the week following lab

Lab Assignments will be assigned and started during lab time but will require additional work outside of class time to complete. Each write-up will be due the Friday of the week following lab (i.e., 9 days later), unless otherwise specified on D2L. More information on particular assignments will be available on D2L in the module for each lab: Content >> Weekly Content.

Research Design:

DUE DATE: _____

The Research Design will give you a chance to design a project of your own using mixed methods data collection methods to answer a particular applied research question of your choosing. You'll work through the stages of research design, including determining a question, selecting a proper set of mixed methods and designing data collection instruments (e.g., survey, interview, observation, participant observation, etc.). You will also complete an Exempt Protocol to the Institutional Review Board (IRB), including data collection instruments and recruitment materials; an example of a completed Protocol with data collection documentation that Jess submitted for her own research is on D2L. Additional information and worksheets to guide you through each stage of the design process will be provided on D2L and during class. See Content >> Assignment >> Research Design

Submissions: You'll submit some preliminary worksheets completed to prepare for the Research Design, draft and final versions of your IRB Exempt Protocol with all data collection instruments and recruitment materials, as well as a written narrative that clearly outlines your research question, objectives, and research design, and briefly explains the data collection instruments selected. The narrative should put your research design into context with at least 3 outside scholarly journal articles relevant to your chosen topic. More information as well as an outline for the narrative are posted to D2L.

Evaluation: Your Research Design will be evaluated on the basis of your articulation of research question(s) and objective(s), selection of an appropriate research design and data collection methods, design of quality data collection instruments and recruitment materials, and presentation of a coherent narrative that briefly contextualizes the design with the literature. A full rubric is available on the Submissions for essay submission on D2L in Content >> Assignments >> Research Design Assignment.

ADDITIONAL COURSE POLICIES

Late Assignments:

Late assignments will likely be accepted *if you notify me in writing in advance of the due date*. Typically, I am willing to negotiate extensions with students who ask courteously and respectfully.

Assignment Formatting:

All written assignments should be formatted in a standard font (Calibri, Cambria, Times, Helvetica, Arial, etc.) at 11 or 12 pt size, with single spacing and 1" margins on all sides. Your document should have your last name and page numbers in the upper right header space (e.g., "Vogt 1" – use the auto-page numbering feature available in most word processors), and the class number and the title of the assignment in the upper left header space (e.g., "ENV XXX Assignment Name"). Nothing should appear in the footer space of each page. Please provide a topically-appropriate descriptive title for the document in **bold** on the top of the first page, with your full name appearing under the title in italics. There is no need to put a cover sheet on any document you turn in.

For assignments that are due via D2L Submissions, you should submit files that are in either PDF (.pdf) or Microsoft Word (.docx) format, with **PDF being the preferred format**. Other word processor formats (Pages, Google Docs, etc.) will under no circumstances be accepted. If you need assistance converting from one of these formats to Word or PDF, please let me know and I am happy to walk you through it.

*****Academic Integrity:**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (academicintegrity.depaul.edu) for further details.

For this course, if you do violate academic integrity in part of any assignment – no matter how small the violation – I reserve the right to give you a 0 on the assignment, and possibly fail you in the course and report the violation to the appropriate DePaul authorities.

*****Citations:**

For all written work completed for this class you should be sure to consult sources (reading and other materials assigned for this class or additional sources you find on your own) and to properly cite these sources in your written work.

When do I need to cite a source? In short, any time you consult or use information from any source, you need to cite it. This means you should cite all facts and figures, but also any general ideas you got from other sources. Note that you do *not* have to directly quote a source in order to necessitate citing it (and indeed, quotations are *strongly discouraged* in scientific writing and for this class). See this article about when to cite: <https://undergraduateswrite.com/2019/06/21/citing-sources-when-do-i-have-to-cite/>

How do I cite sources? I've provided a "Citations" document to you on the first day of class (also posted to D2L in Content >> Writing, Reading, Citing, Speaking Tips), which contains some basic, partial information for a few common types of scientific sources, but is not an all-inclusive reference for how to properly cite all sources you might encounter for this course. **If you've used MLA format in classes before, be advised that MLA is not a proper citation formatting system for scientific purposes.** I recommend either using APA or Chicago style. The Purdue OWL website (<https://owl.english.purdue.edu/owl/>) is an excellent reference for how to properly cite sources if you're new to this.

A note about online citation generators & citation management software (e.g., Endnote): *Please, please, please do not use an online citation generator. I have never yet seen one be used effectively.* If you're in the market for a citation management software, something like Endnote or Mendeley works very well and does provide the copy-paste functionality that online citation generators lack but recognize that these citation management softwares still require the user (you) to enter all the information for a source properly before their copy-paste functions will work accurately. *Be warned, incorrect in-text citations or improper Literature Cited references are major pet peeves of mine when I grade papers, but I am more than happy to help you learn how to properly cite sources if you're new to this game.* It's a relatively easy to memorize and tremendously valuable skill.

Writing Center:

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information. They can also help you with academic integrity and citations questions.

Technology Policies:

Technological Competency

As college students, I expect that you are minimally competent using the basic features of a computer. This includes but is not limited to the following basic tasks:

- Opening, reading, editing, saving, and converting/exporting files in commonly used software programs:
 - Word processors (Microsoft Word, Google Docs, Apple's Pages);
 - Slide/presentation makers (Microsoft PowerPoint, Google Slides);
 - Spreadsheets (Microsoft Excel, Google Sheets); and
 - PDF readers (Preview on Macs, Adobe Acrobat on PC or Mac).
- Finding and viewing websites and downloading/uploading files using an internet browser (on a computer at minimum, but also ideally on a tablet or mobile device)
 - In particular, I assume that you know how to view, download, save, retrieve, and upload files from D2L, including changing file formats (from Google Docs to Word or PDF for example).
 - *All documents turned in via D2L Submissions should be in PDF or Microsoft Word form only. If I cannot open or read your file, I will not grade it and you will get a zero. If you need help converting from another word processor program (e.g., Pages, Google Docs) to PDF format, please let me know; I'm happy to assist.*

These skills are crucial in this and every college course (and probably for your future jobs). The DePaul Genius Squad (<https://offices.depaul.edu/information-services/support/Pages/genius-squad.aspx>) may be a good place to ask for help if you don't know how to do any of the tasks listed above. I'm also willing to help you, but I must confess to being a lifelong Mac user so I might not be much help to PC users.

It would also be helpful if you are comfortable reading and annotating (underlining, highlighting, making notes on) PDF documents on a computer or tablet (or if not electronically, on printed copies). You will be expected to have read assigned material in detail and taken notes on the important points, key questions you have, etc., and class discussions will go much better if you have access to both the assigned reading and your notes during class time. If you're doing all your reading for class on a computer or tablet, you should get used to annotating and taking notes on the computer or tablet. Here's a good source on how to make annotations on e-books, PDFs, websites, and more:

<https://www.makeuseof.com/tag/annotations-guide-and-tools/>

Encouragement to use Minimum Technology

Because participation and engagement with one another is so important, I prefer not to have any technology – laptops, tablets, phones, etc. - in the classroom (unless I specifically ask you in advance to bring an internet-enabled device to class, or you require any type of technology for accommodation purposes, of course).

Here's why:

For many students, technology in the classroom can be distracting and result in decreased student learning. Although we may think we are effectively “multitasking” when we simultaneously use multiple applications on our computers (or when you’re listening to class discussion and checking your email), you cannot truly do more than one thing at once. At best, “multitasking” results in what is called “fast switching,” or rapidly moving between separate activities, where at any instant all of your brain is only focused on one of the activities. Take it from Adam Gazzaley, MD, Ph.D., a professor of neuroscience at University of California, San Francisco (from his TED talk, www.youtube.com/watch?v=tiANn5PZ4BI):

“With each switch, there is a time delay, and this leads to a cost and an impact on performance. You do not do two things as well as you do one thing, if you switch back and forth between them.”

Thus, technology for many people (though not all) can impair long-term and short-term memory and ultimately learning. ***For these reasons and others, you are encouraged to use minimal technology – computers/laptops, tablets, cell phones, etc.*** – when not specifically asked for. With these distractions at a minimum, we will be able to more fully engage in the class, with each other and with the readings in class discussions and activities.

Statement on Digital Access and Equality

Digital devices (like laptops and cell phones) are becoming increasingly important to success in university. In this course, you may need digital devices to access readings, complete and submit written assignments, undertake certain activities during lab time, and coordinate with other students. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, ***I encourage students to be aware of the many technology-related resources that DePaul University provides***, including:

- Free on-campus wi-fi access through the eduroam network: <https://offices.depaul.edu/information-services/services/wireless-services/Pages/default.aspx>
- A variety of free or low-cost software for personal computers, including Office 365 (Word, PowerPoint, Excel, etc.): <https://offices.depaul.edu/information-services/services/Software/Pages/Software-for-Personal-Computers.aspx>
- Free unlimited cloud storage through Microsoft OneDrive: Links to more details here: <https://offices.depaul.edu/information-services/services/file-storage/Pages/default.aspx>
- Access to free in-person technology help through the DePaul Genius Squad (locations at Lincoln Park and Loop campuses): <https://offices.depaul.edu/information-services/support/Pages/genius-squad.aspx>

If you experience a technology-related problem that interferes with your work in this course that cannot be resolved through the above resources, please contact me. This will enable me to assist you in accessing support. *However, please note that you are expected to save backed up versions of your work (Box – the cloud service available to DePaul students for free, mentioned above – works very well and if you need help in learning how to set it up, come to my office hours). Thus, requests for accommodation on late or missed assignments due to a crashing computer (or similar) will not be considered.*

Email Etiquette:

I would prefer that you use email communication for all class business. This way, we all have a record of communications (and so I will remember when I agreed to meet with you, etc.!). Please practice the following email etiquette, which you might find useful not just in this class, but in all your email communications.

- Use a short but descriptive subject line. ***Something more than just the course title is crucial.***

- Continue conversations about the same topic or question in the same email thread by *replying* to the email rather than creating a new message.
- Emails should be as brief as possible but also include sufficient information for me to know what you're asking.
- Note that emails are not texts
- See emailcharter.org for more suggestions on email etiquette to help keep our inboxes manageable.

Online Teaching Evaluations:

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable. As you experience this course and material, think about how your learning is impacted.

Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. ***Don't miss this opportunity to provide feedback.***

Accessibility Policy (Students with Disabilities):

As the instructor of this class, I will strive to make the learning experience in this classroom as accessible and inclusive as possible. However, if you have accessibility needs that require academic accommodations, please consult and register with DePaul's Center for Students with Disabilities (CSD) in order to access accommodations and support services to assist your success. There are two office locations:

- Loop Campus – Lewis Center #1420 – (312) 362-8002
- Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the quarter and our conversation will remain confidential.

Parents and Caretakers Policy:

I know you all have lives outside of class, and some of you may be parents or the primary caretaker for an infant, young child, or a dependent adult. I expect that you have made arrangements for care that enables you to attend class. That being said, sometimes the best laid plans fall through. I am a parent; I understand. **If you find yourself with a gap in childcare, you are welcome to bring your child/ren to class.** If you are nursing an infant, you are welcome to attend classes with that infant. If you are caring for an infant so young that childcare is not possible, you are welcome to bring that infant to classes. If you are unable to make arrangement for child care and anticipate having to bring your child/ren to every class, please discuss this situation with the instructor. In all cases, I ask that you sit at the edge of the classroom or closer to a door so that your departure or arrival does not interfere with others' learning. Children are the future, and your success as a student sets a great example for them. ☺ For more information on DePaul's resources for

students with children see: <https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/students-with-children.aspx>

Support for Undocumented Students:

DePaul continuously reaffirms its continued support for undocumented students. DePaul students are welcomed to this university and supported throughout their time here regardless of citizenship status. The university will remain devoted to our mission and commitment to act as a community to ennoble the dignity of all people. Anyone in need of information to find resources can contact Johnny LaSalle, Associate Director, Office of Multicultural Student Success, at (773) 325-7516. DePaul's statement on undocumented student support is here: <https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/undocumented-student-support.aspx> In addition, the Illinois Department of Human Services shared these “Know Your Rights” resources for immigrants, refugees and asylum seekers: https://docs.wixstatic.com/ugd/a63516_2cb01893f8ca4e88bc7264745feb18ff.pdf

Health & Wellness Statement:

(Inspired by and modified from a Tweet by Dr. Nicole Gonzalez Van Cleve, a professor at Brown University, <https://twitter.com/nvanclave/status/1168955364982841344>)

As your professor, I value your health and wellbeing. In order to succeed in my class, in college, and beyond, you must work hard and balance the work with rest, exercise, hobbies, family, etc., and attention to your mental and physical health.

Yes, this class will challenge you. There will be rigorous reading, writing assignments, and projects that ask you to integrate and synthesize your thinking. By the end of this class, I hope you will feel proud of your growth and learning.

However, this work cannot be at the expense of your wellbeing. **Working until exhaustion is not a badge of honor; it shows that you are out of balance.** As such, I plan to model wellbeing as a value in my class. There will be constant reminders about finding productive and healthy ways to find silence, relax, breathe, meditate, seek peace, to take a break. In that silence, we often find our greatest inspiration and the space to think new, creative thoughts. And as much as these and other individual efforts to maintain your own wellbeing are important, you should also ask for help when you need it. I and your larger DePaul community are here for you. In particular, **the Health Promotion and Wellness office at DePaul can be reached in Student Center suite 307, and at (773) 325-7290.** DePaul's University Counseling Services is also available for consultations, triage and brief-crisis management via secure video or in person. For ongoing counseling support, counseling staff will provide resources and referral support. **To schedule an initial consultation with Counseling Services, students should call (773) 325-7779.**

I will also encourage you to have fun, celebrate, enjoy the small moments of college that are often your greatest memories. I will try to bring that joy to you even when the stress of the quarter starts to loom. We got this!

Audre Lorde once said, “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.” Please see your wellness as an act of power and perseverance. The core to your success. Hold each other accountable. Hold me accountable. You have the power and permission to take breaks and ask for help. Let's together turn our “achievement-oriented” culture into one that embraces wellbeing and growth.

My SSP App for maintaining mental health and wellbeing

Because DePaul knows how important it is to take care of ourselves and each other, Student Affairs has collaborated with Lifeworks to provide mental health and well-being resources through the **My SSP** program. The program supports all enrolled undergraduate and graduate students with a call center and chat feature available seven days a week, 24 hours a day and 365 days a year.

Students can download the My SSP app to access individual, brief, solution-focused counseling support with licensed mental health clinicians, as well as self-directed digital content. This program is offered at **no cost to the student** and aims to support the wellbeing and retention of students studying at DePaul. The My SSP app can help address common concerns, such as adapting to a new culture, being successful at school, relationships with friends and family, and/or general stress, worry, sadness, loneliness and more.

The app allows students to:

- **Access individual, brief, solution-focused counseling services through secure video, call or chat with a Student Support Counselor 24/7** in real-time or schedule a telephone or secure video session.
- Request and receive a culturally matched counselor or receive services in one of five core languages.
- Browse a **digital library of helpful articles and videos.**
- Access unlimited Fitness Journeys through LIFT, an **app-based fitness program** customized to your fitness level and goals that can be performed anywhere, at any time.

Students can download the My SSP app from the Apple App Store or Google Play, or they can access the service 24/7 by calling 1-866-743-7732. Should you have any questions, please email hpw@depaul.edu.

Dean of Students Office:

The Dean of Students Office (DOS) is your one-stop shop to help students navigate the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. DOS supports students both in and outside of the classroom. They can help you with Absence Notifications to faculty (*not required for courses with Dr. Vogt but other professors may require official notices*), Late Withdrawals, and Community Resource Referrals. Additionally, they have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. The Office is committed to your success as a DePaul student. Please feel free to contact them at studentaffairs.depaul.edu/dos.