

Positive Psychology: DRAFT SYLLABUS

PSYC2400, Fall 2023

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Class: Tuesday & Thursday 1:45pm-3pm in TBA

Office hours: TBA

Course Description

Students will engage with research in the field of positive psychology, and reflect upon how this research can impact their lives and the lives of others. Throughout this course, we will investigate various positive psychology interventions. We will integrate the process of learning with personal experience and reflection. This emphasizes personally engaging with the material. To excel in this course, students must enthusiastically digest material, engage with the research, and collaborate with peers. This requires articulating ideas in verbal and written form, with some group work in and out of class. We will read selected articles and chapters, as well as participate in numerous activities. There are no required text purchases for this course. The assigned reading materials are readily available on Canvas without any associated costs.

Teaching team (TAs and LAs)

The teaching assistants (TAs) for this course are **TBA**. TAs provide guidance to students with the content and structure of this course. TAs hold office hours and have considerable grading responsibilities. Their contact information and office hours are posted on Canvas.

The undergraduate learning assistants (LAs) are **TBA**. LAs support the student experience in class, and review participation assignments that are graded as in/complete.

Course Assessment

Your coursework is meaningfully connected to your course assessment, and your course assessment is as transparent as possible. The assessment for this course is designed to be manageable and pertinent. If you have any concerns, please let me know.

Assessment	Project type	Due date	Percentage
Participation (graded in/complete, late)	both	TBA	8%
Q&As (5% each, lowest grade dropped)	individual	TBA	20%
Module 1 (material from classes 1-5)	individual	TBA	
Module 2 (material from classes 7-10)	individual	TBA	
Module 3 (material from classes 12-15)	individual	TBA	
Module 4 (material from classes 17-20)	individual	TBA	
Module 5 (material from classes 22-26)	individual	TBA	
Infographic on well-being	group	TBA	15%
Tests (10% each, lowest grade dropped)	individual	TBA	40%
Module 1 (material from classes 1-5)	individual	TBA	
Module 2 (material from classes 7-10)	individual	TBA	
Module 3 (material from classes 12-15)	individual	TBA	
Module 4 (material from classes 17-20)	individual	TBA	
Module 5 (material from classes 22-26)	individual	TBA	
Campus Intervention Proposal	group	TBA	15%
Research credit requirement	individual	TBA	2%
Cumulative final exam (optional)	individual	TBA	optional
Total:			100%

Grading Policy

The grading policy is below. If you would like to dispute a grade, you must do so within one week of receiving this grade.

A+	100-97	C+	79-77
A	96-94	C	76-74
A-	93-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66-60
B-	83-80	F	59-0

Final course grades that are 0.5 or higher are rounded to the next whole number. This applies only to your overall grade for the course, not individual grades (e.g., individual assignments). For example, a 93.5% for this course would be an A, while a 93.4% would remain an A-.

Final course grades are not negotiable. The grade you earned from your assessment is the grade that will appear on your transcript. All requests for grades higher than warranted by the gradebook will be denied. Granting these requests is unfair to other students, and it undermines the value of educational assessment. If you are unable to complete coursework during the semester, please contact me as soon as possible so we can discuss how to move forward with your assessment.

You are not allowed to use ChatGPT (or tools like it) for your work for this class. Using such tools will be considered a violation of Penn's [Code of Academic Integrity](#), and suspected use will be reported to the Center for Community Standards & Accountability. Please contact me if you have any questions about this policy.

Participation (group activities/individual assignments)

8%

There are recurring participatory activities throughout the semester. These are assigned to facilitate student engagement with corresponding course material. Student participation in each activity will be graded as complete or incomplete. These will earn credit for completion if a good faith effort was made. Your lowest two grades will be dropped. These assignments may take shape in the following ways:

- **Preparatory assignments:** These are brief assignments completed prior to coverage of the corresponding course material in class. These are completed by each student individually, this is not group work. If an assignment asks you to participate in research or record data (e.g., character strengths) and you choose not to, you are welcome to instead write a brief paragraph summary of the research as a substitute assignment. You are never required to participate in research or share data.
- **Intervention reflections:** You have the opportunity to engage in numerous demonstrations of positive psychology interventions in this course. For each intervention, you will complete a brief paragraph reflecting upon your experience completing each demonstration. This will resemble a blog entry. Each reflection will indicate engagement with the demonstration, but not provide personal data. In all cases, you can opt-out the demonstration and instead write a brief summary of the relevant research as a substitute assignment. You are never required to divulge data, nor participate in research for these assignments.
- **Group activities:** When delving into certain topics in positive psychology, students will work together to complete in-class assignments. These are typically due at the end of the class session. Absent students can review the activities after class, and complete them on their own.

Deadlines are posted on Canvas. Late submissions within one week of the deadline can earn half credit. That is, if you complete a missing assignment within a week of the deadline, you will get half credit. There will be zero credit awarded for submissions after one week. All participation assignments due during the first three weeks of the semester will be accepted for full credit to accommodate late-joining students.

Poll Everywhere

We may use Poll Everywhere in class in person. PollEverywhere is free, and this does not count towards your participation grade. You can respond at [PollEv.com/cconn](https://poll Everywhere.com/cconn), or text CCONNOLLY to 22333 to join the session and then text your responses.

Q&As

20%

A Q&A is a question with an accurate and succinct answer, including referencing information (<https://apastyle.apa.org>). As a recurring assignment, students will write Q&As based on reading assignments and lecture content. Each Q&A assignment requires one question (≤ 100 words) and answer (≤ 300 words). This is an opportunity for students to prepare for the tests, and the optional final exam.

Five Q&As will be submitted on Canvas in this course. These are not curved. All Q&A content should come from the required readings and class material (including guest lectures). You are expected to cite all sources used in your Q&A. The Q&A assessment rubric is available on Canvas.

Submissions made 24 hours after the deadline will be graded for a maximum of half credit. Q&As submitted more than 24 hours after the deadline will earn a zero. Q&As posted without answers, or with answers containing negligible effort, will receive a zero.

Your lowest Q&A grade will be dropped. This drop policy accommodates illness, academic or athletic events, interview schedules, travel plans, etc. There are no extensions on Q&As.

The timeline for the Q&As and tests:

Module	Topic	Q&A due date	Test date
1	Intro (TBA), Wellbeing (TBA), Methods (TBA , Doing well-being (TBA)	TBA 11:59PM	TBA, in class
2	Guest lecture (TBA), Meaning (TBA), Resilience (TBA), Relationships (TBA)	TBA 11:59PM	TBA, in class
3	Positive Emotion (TBA), Positive Affect & Health (TBA), Optimism (TBA), Optimistic Explanatory Style (TBA)	TBA 11:59PM	TBA, in class
4	Character Strengths (TBA), Gratitude (TBA), Curiosity (TBA), Creativity (TBA)	TBA 11:59PM	TBA, in class
5	Mindfulness (TBA), Persistence (TBA), Flow (TBA), Savoring (TBA), Guest lecture (TBA)	TBA 11:59PM	TBA, in class

Major in-class assessment (tests and final exam)

I structured the tests, and the final exam, in a such a way that allows you to demonstrate your knowledge, while minimizing unnecessary stress. To this end, I will use student Q&As for test and exam items, where possible. Of course, only high-quality student items will be considered. Please note your test and exam items are closed book, and so there are different expectations for Q&As and test/exam items.

There will be five in-class tests and one optional final exam in this course. These are not curved. All assessment is derived from the required readings and class material (including guest lectures). It is important to attend class and consult the notes posted on Canvas. Class notes will not necessarily be posted for guest lectures.

You must bring your PennCard to each test or exam. If you arrive to the assessment late, but within the first 30 minutes, you won't be given additional time beyond the scheduled time. If you arrive more than 30 minutes late, you will not be permitted to take the assessment.

Tests

40%

There will be five tests this semester during class. These tests are not cumulative. Your lowest grade of the five will be dropped. There are no make-ups tests. If you miss a test, that test will count as your lowest test grade (it will be dropped). Dropped tests accommodate illness, academic or athletic events, interview schedules, etc. If you miss two tests, please come to my office hours to discuss this. In some unique cases, if you are eligible to do so (pending approval from Dr. Connolly), you may take the final exam to compensate for the lost test grade (e.g., you experienced a prolonged illness).

Each test consists of four short answer items. These short-answer items will be drawn from the Q&As, where possible. Throughout the semester, students will write Q&As for credit (20% of your total grade). When I construct the tests, as well as the final exam, I will try to draw from these student submissions for assessment items.

Final exam

optional

The final exam is cumulative and optional. The final exam consists of five short answer items. Your exam grade will replace your lowest counting test grade. If you take the final exam, your score will necessarily count towards your course grade. That is, you cannot take the final exam and then drop this exam grade. Please note: if you were absent for two tests, taking the final exam will not automatically replace a missed test. If this is relevant to you, please come to my office hours to discuss this.

All exam items are derived from the required readings and class material. These short-answer items will be drawn from the Q&As and previously administered tests, where possible.

To take the final exam, please register with the TAs via email by **TBA**. At the time of distributing this syllabus, the final exam date is not posted. Your final exam is scheduled according to the Provost calendar.

Infographic

15%

As a group of 3-4 students, you will create an infographic about well-being. Specifically, you will create an infographic about a positive psychology topic that contributes to well-being (e.g., positive affect). An infographic conveys data clearly- it should succinctly represent content and visual data. You should describe contemporary empirical research, and cite it accordingly. Supply this evidence with visuals of data, where appropriate. Your infographic should not merely reproduce content that was covered in class material. The intention of this infographic is to succinctly convey scientific content. You are expected to include at least 6 peer-reviewed sources. Each group must upload their infographic to Canvas by **TBA**. Late submission will count as late for all group members.

You will develop ideas about this project with your group during class time. I suggest your group first research an overarching area of well-being to provide a framework for your infographic (e.g., positive affect). From here, you may select four content areas (subtopics) from positive psychology that contribute to well-being.

Provide supporting evidence with corresponding visuals of data, where appropriate. Your infographic should reflect gains in knowledge in positive psychology. This is a positive psychology course, so you should only select content areas that correspond with this course content. For example, a clinical summary of psychology disorder would be inappropriate.

The dimensions of your infographic should be 36" x 48" or similar. You should use materials already available to create this, such as Canva or PowerPoint. For example, if you have PowerPoint, search for 'infographic' and you will see materials to organize your content. I do not expect you to have any previous design experience/skill for this project. Do not buy software to complete this project. This is a psychology research project, not a graphic design project.

Campus intervention proposal

15%

Students will work in groups of 4-5 to create a proposal aimed at improving well-being on our campus. Each group will propose a practical and beneficial application of the field of positive psychology to UPenn. This can be a service, program, amenity, or resource for campus. Each student group will create a proposal as a course assignment, this is not part of any larger initiative on campus. We do not intend to implement any student proposals in this course.

In completing this proposal, your intervention must be an empirically-based approach, grounded in positive psychology aiming to improve wellness on campus. Student groups are expected to:

- State your well-being goal: What are you improving and why?
- Identify the target of this application: Who will this impact?
- Outline the steps necessary to implement this application: How will this occur on campus?
- Supply empirical evidence from peer-reviewed sources: What evidence is there that this will be effective?
- Why should this proposal be supported?
- Assessment: How will you measure if your intervention is effective?
- Identify strengths and weaknesses of this approach: What are realistic expectations of how this will improve well-being?

You will read appropriate peer-reviewed research articles for this. You are expected to include at least 6 peer-reviewed research articles in your references (completed in APA style). You are welcome to include assigned reading assignments among these. Students will be given class time to develop their proposals. You are encouraged to use the provided assessment guidelines to structure your presentation.

The proposal is typically submitted as a group Zoom PowerPoint presentation, but you are not restricted to this format. Regardless of the format you choose, your proposal should be ten minutes or less. For proposals over ten minutes long, only the first ten minutes will be graded. Students are expected to include APA references throughout their presentation, and the final slide should be a list of references in APA style.

Your group is required to submit one file submissions (e.g., .mov) of your complete presentation. Do not submit separate files for each group member's contribution. Each group must upload both their presentation and the script of their presentation to Canvas by **TBA**. The script is a draft of the text component of your presentation as a Word doc. Grades will be deducted until all materials are submitted. Late submission of these materials will count as a late assignment for all group members.

Your intervention should focus on improving well-being via a positive psychology intervention. Please note that goals such as treating depression or anxiety are beyond the scope of such an intervention because these interventions are insufficient to manage disorder alone. That is, if someone was struggling with severe depression, it would be irresponsible to merely recommend the three good things intervention. At an undergraduate level, it is reckless to presume to treat disorder solely via a positive psychology intervention and

it is misguided to presume an undergraduate has sufficient background in understanding disorder to tackle this. Your intervention should reflect gains in knowledge in positive psychology. Please do not create an intervention to treat disorder.

Online submission of infographics, and campus intervention proposals

You must upload your assignment to Canvas prior to the specified deadline. The deadline for each assignment is provided at the beginning of the semester so you have plenty of time to prepare. Any assignment submitted after the deadline will be penalized. Aside from a few unique cases, there are no extensions. Grades for late assignments will be reduced as follows:

- Submitted after the deadline on the day the assignment is due, if applicable: -5%
- Submitted between 12am and 11:59pm one day after the assignment is due: -10%
- Submitted between 12am and 11:59pm two days after the assignment is due: -20%
- Submitted between 12am and 11:59pm three days after the assignment is due: -30%
- Any assignment submitted after this will not be graded. It will receive a zero.

Research Credit

2%

You must earn two research credits to fulfill your research requirement. Each research credit is worth 1% of your grade, totaling a maximum of 2% of your grade. There are two ways in which you can earn these credits. These two options serve a common goal of exposing you to empirical research in psychology. Neither option is preferred over the other. You can participate in research and/or write a research article review. You are welcome to earn your credits through either or both ways for a maximum of 2 credits. Each credit is equivalent to one hour. This research credit requirement must be fulfilled by **TBA** at the latest.

Research participation option:

Research participation must be completed through Penn Psych Experiments (Sona), Penn's psychology subject pool (<https://upenn.sona-systems.com>). Information about Sona is posted on Canvas. Each research hour is worth one research credit. You will use Sona to find research studies to participate in and, upon completion, your participation will be recorded online. You can log onto Sona throughout the semester to see your completed research hours. Please bear in mind some studies may take a few days to post to your Sona account.

If your research credit does not appear in your Sona account a week after participating in a study, you should directly contact the researcher of the experiment. We do not have access to this information. Information about your completed research hours is available on Sona. It will not be available on Canvas. If there is a problem with your Sona account, please email sona-admin@psych.upenn.edu.

It is your responsibility to ensure your research hours are accurately recorded on Sona. The subject pool closes on **TBA**. At the end of the semester, the total number of Sona research credits you earned will be sent directly to me (you don't need to send anything to me or your TA). We do not have a live-feed from Sona to Canvas, so your credits will only appear on Canvas at the end of the semester when they are manually uploaded. So long as Sona has the correct credits recorded, there is no need to send us any documentation.

Relevant dates are as follows:

- Subject pool opens on: **TBA**
- Subject pool closes on: **TBA**

- Experimenters assign all credits by: **TBA**
- Course Reports sent by: **TBA**

Research article review option:

You may earn research credit by writing about psychology research in the form of research article reviews. You must submit a summary of the research and a critique of the research to your TA (max of 2 double spaced pages). This should describe the strengths and weaknesses of the research design and methodology. A research article review must reach a reasonable standard of quality to earn full credit. An article review is worth 2 research credits and is expected to take a comparable amount of time to completing 2 Sona credits. Article reviews must be submitted to your TA with a copy of the article attached by **TBA** at the latest.

To find an article, select an article in a peer-reviewed psychology journal that presents original research in positive psychology. Original research articles usually follow a structured format having different sections (introduction, method, results, discussion). Do not select review articles which merely summarize other research like a literature review. You can find articles from the library. A librarian or a TA can also help locate psychology journals. You must get TA approval for your article before you write your research review.

PSYC2400: Positive Psychology Course Outline

Date	Module	Deadlines
TBA	Introduction to Positive Psychology	
TBA	Well-being I	
TBA	Well-being II: Killingsworth guest lecture	
TBA	Methods: Doing PP	Q&A 1: TBA
TBA	Doing well-being	
TBA	TEST 1	
TBA	Guest lecture	
TBA	Meaning	
TBA	Resilience	Q&A 2: TBA
TBA	Relationships	
TBA	TEST 2	
TBA	Positive Emotion	
TBA	Positive Affect & Health	Infographic: TBA
TBA	Optimism	
TBA	Optimistic Explanatory Style	Q&A 3: TBA
TBA	TEST 3	
TBA	Character Strengths	
TBA	Gratitude	
TBA	Curiosity	Q&A 4: TBA
TBA	Creativity	
TBA	TEST 4	
TBA	Mindfulness: guest lecture	
TBA	Persistence: guest lecture	
TBA	Flow	
TBA	Savoring	Q&A 5: TBA
TBA	Guest lecture	
TBA	TEST 5	
TBA	Course activities	Intervention: TBA

Schedule:

Please note that each class is organized according to a specific topic. You are expected to complete the assignments associated with any given topic (e.g., reading, activities) prior to your scheduled class (with the exception of in-class group activities). Here is the recommended sequence of activities for each topic:

1. Complete the reading assignments and any individual assignments.
2. Participate in class, and contribute to group activities. Upload completed group activities at the end of class.
3. Engage with group members about larger group projects in class and after class (infographic, intervention proposal).

Course Culture

A primary goal of this course is to immerse students in the ideas and research of positive psychology. I do not expect you to have background knowledge of positive psychology prior to this course. Please reach out to me if you need assistance to fully participate in this course, or if you have suggestions to improve the quality of the course.

I aim to provide an intellectually engaging and supportive environment for students. Your unique perspective is valuable, it deepens the experience of your peers', and it contributes to the success of this class. (The first student to email me indicating they have read the entire syllabus will receive one extra credit point.) Please contribute your insight throughout the semester during our in-class activities.

All participants in this seminar deserve to be treated with respect, regardless of their race, ethnicity, gender identity, sexuality, religious beliefs, physical or mental health status, or socioeconomic status. To this end, you should expect respect from your peers and myself. Similarly, you are expected to demonstrate respect to others through your words and actions, including respectfully engaging with opposing perspectives. We are all currently learning about diverse perspectives and identities. If something was said in class by anyone that made you uncomfortable, please talk to me. Preserving positive relationships with each other is part of the success of this course.

Course success: how to get an A in this course

To do well in this course, you must intellectually engage with your reading assignments, class discussions, and projects. Academic ability develops over time and takes effort. Persist. There will be much student collaboration, so intellectual engagement with your peers will be crucial to your success.

- Read the material in advance of class (as posted on Canvas). Give yourself time for each assignment.
- Participate in your classes. Use class time to flesh out your ideas and speculate. I applaud students for stretching their thinking during class discussions. Try to become comfortable sharing your 'half-baked' ideas so we can develop them together.
- Do not wait until the last minute to complete your major projects. The coursework of this course is manageable *if* it is dispersed through the semester. Do not make your life unnecessarily stressful by procrastinating.
- For your group projects, challenge each other's ideas and engage with the material. Work within your group and support each other. Ask questions. The teaching team is here to help. I specifically allocate class time to group work, so use this time wisely.
- Relate course material to your education and the world around you. Think about how you can apply what you learn. Reflect upon your past and consider your future here.

I have high, and achievable, expectations of you in this course. I will support you to reach your educational goals. This course will be challenging, but your effort will be evident in your performance. If you feel wary of this course, or you are concerned about your performance, reach out during office hours. I want to hear from you. I want to be a resource for you.

SNF Paideia Designated Course

This course is part of the Stavros Niarchos Foundation (SNF) Paideia Program, which serves as a hub for civic dialogue in undergraduate education at Penn. SNF Paideia designated courses examine the theory and practice of dialogue across differences from diverse disciplinary and interdisciplinary perspectives. They also explore the interplay among dialogue, citizenship, service, as well as individual and community wellness. Collectively, they are intended to provide students with the scholarly and applied knowledge, skills, ethical orientations, and experiences necessary for integrating their personal, professional, and civic identities – that is, for “educating the whole person.” You can get more involved at <https://snfpaideia.upenn.edu>.

Relevant College policies

[Code of Academic Integrity](#)

You must familiarize yourself with the Code of Academic Integrity in the University of Pennsylvania. It is your responsibility to ensure your behavior does not violate this code. You must observe the policies regarding various forms of academic dishonesty. The following statement about academic dishonesty has been provided by the University of Pennsylvania, “Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance are prohibited.” Academic dishonesty will not be tolerated and may be handled by the Office of Student Conduct. More information is available here: <http://www.upenn.edu/academicintegrity/>

[Student Financial Services](#)

Any student may consult with Student Financial Services to find out what support they are eligible to receive to cover course costs or other items that ensure their health, safety, and secure learning environment.

[Weingarten Center](#): (includes [Student Disability Services](#))

The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. **To contact the Weingarten Center, call 215-573-9235.** The office is located in Hamilton Village at 220 S. 40th Street, Suite 260. Learning consultations and learning strategies workshops support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with students to address time and project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

- [Learning consultations](#) which focus on academic skills and strategies such as test taking to time management.
- [Academic Tutoring](#) which give students subject-specific peer tutoring services to supplement support from faculty, TAs, and instructors.
- [Disability Services](#) which ensure equal access to all Penn programs to students with documented disabilities.

Disability Services offers drop-in hours **Monday – Friday, 10 a.m. – 4 p.m.** at the Weingarten Center ([directions](#)). Students can stop by and speak with a graduate assistant to address general questions about Disability Services, including how to start the registration process, how to complete a Semester Request, and assistance with scheduling tests.

[The Marks Family Writing Center](#)

Provides expert help in writing for undergraduate students. Undergraduate students are able to schedule face-to-face or online appointments. All appointments must be scheduled ahead of time. Please email tutorhelp@writing.upenn.edu for assistance.

[HELP Line](#)

This is a 24-hour-a-day phone number for members of the Penn community who are seeking time sensitive help in navigating Penn's resources for health and wellness. Any member of the Penn community can utilize this service by calling **215-898-HELP**. Calls will be answered 24 hours a day, 7 days a week by Division of Public Safety professionals trained in mental health referrals by staff from Counseling and Psychological Services (CAPS).

Students who are dealing with the complex emotional challenges of university life can use the HELP Line to receive information and referrals to the many health and wellness resources at Penn, including CAPS, Student Health Service, Student Intervention Services, Public Safety, and others. They may also call on behalf of a friend or acquaintance. If you or someone you know needs help, please call the HELP Line at **215-898-HELP**. <https://www.publicsafety.upenn.edu/announcing-the-898-help-line/>

[Counseling and Psychological Services \(CAPS\)](#)

College can be challenging. Penn has a Counseling and Psychological Services program (CAPS). CAPS offers confidential free professional mental health services. The goal is to assist students in their adjustment to university life and help them take full advantage of the academic and social environment at Penn. Students can learn to manage personal problems and situational crises effectively, learn strategies to cope with academic stress, and develop self awareness, personal responsibility, and skills for life-long learning.

- Online scheduling: <https://uapps.vpul.upenn.edu/capsform/>
- Phone: 215-898-7021,
- Email: caps@pobox.upenn.edu (please do not email for an appointment)
- Website: <http://www.vpul.upenn.edu/caps/>
- Address: 3624 Market Street, First Floor West, Philadelphia, PA 19104-2615

If you or someone you know is experiencing an emergency that cannot wait until the next day office hours, please call the main number (215-898-7021) and press # 1.

If you are uncomfortable reaching out to CAPS directly, I am happy to contact them on your behalf. In addition, there are various a range of other support resources on campus such as resident advisers, faculty members living on campus, academic advisers, and undergraduate advisers in each program of study. The Office of the Chaplain is also helpful.

CaseNet

CaseNet is an academic support team in the College Office charged with providing a centralized response to all College students in academic difficulty (www.college.upenn.edu/casenet). CaseNet can be reached at col-casenet@groups.sas.upenn.edu or by calling 215-898-6341.

Cases referred to CaseNet include:

- Students who are ill or otherwise prevented from attending class for more than five days.
- Students in serious academic difficulty.
- Students who are hospitalized or who have other kinds of acute problems (victim of crime, etc.) that interrupt their normal schedule.
- Students who are experiencing personal or family concerns significant enough to interfere with their academic work or to impinge on those around them, including a death in the family.

Reach-A-Peer Helpline

The Reach-A-Peer Helpline is a peer help line established in 1996 to provide peer support, information, and referrals to any and all students of the University of Pennsylvania. The service is open to all students who wish to share a problem, are in need of information, or just want to talk to someone about anything on their mind.

RAPLine offers two services:

- Helpline: Our phone line is available every night while classes are in session (except holidays) from 9 pm to 1 am. Reach us at 215-573-2727. Don't be shy!
- Texting: Our text service is available 24/7. Text us anytime at 215-515-7332 and one of our supporters will response as soon as possible.