

# Personality Psychology

01:830:338:02

Spring 2016 Monday/Thursday 12-1:20pm

Tillett 254

On line schedule of classes <http://sis.rutgers.edu/soc/>

<http://rumaps.rutgers.edu/location/tillett-hall>

## Instructor and TAs



### Instructor:

**Lyra Stein, PhD**

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Office: Tillett 313 <http://rumaps.rutgers.edu/location/tillett-hall>

Office Hours: Wednesdays 12-1pm and Thursdays 2-3:30pm or by appt.

### Graduate TA:

**Jeremy Engelberg**

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Office: Tillett 407 <http://rumaps.rutgers.edu/location/tillett-hall>

Office Hours: Tuesdays 2-3pm

## UNDERGRADUATE ASSISTANTS:

Feel free to contact your TA for tutoring or help with your paper. Please locate your TA by your last name.

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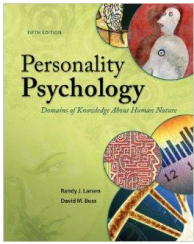
## Course Description and Objectives

Examination of major personality theories and contributing research evidence with particular emphasis upon motivation and dynamics of behavior. In addition, exploration of original essays addressing the major theoretical movements in personality.

- Describe and differentiate among the major psychological approaches which explain personality.
- Define and apply key personality concepts, terms, and theories.
- Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.
- Explain research methodology and the ability to evaluate the merit of personality studies.
- Practically apply acquired insight of personality to one's own life

# Instructional Resources

## Required:



- 1) Larsen, R. J., & Buss, D. M. (2013). *Personality psychology: Domains of knowledge about human nature (5<sup>th</sup> edition)*. Boston: McGraw Hill. ISBN: 9780078035357. Connect is not required, however if you would like to use it the link is <http://connect.mheducation.com/class/l-stein-spring-2016>.



- 2) iclicker (or iclicker2 or iclicker+) ISBN: 9781464120152
- 3) Case studies provided on Sakai Main Sakai portal <https://sakai.rutgers.edu/portal>



## Recommended:

- 4) Skinner, B. F. (1976). *Walden two revisited*. *BF Skinner, Walden Two (reissued)*.

**Content areas:** Dispositional domain, biological domain, intrapsychic domain, behavioral domain, cognitive domain, social/cultural domain, adjustments domain.

## TEACHING PHILOSOPHY:

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending upon time constraints. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage an active participation on your part during the course. Please don't hesitate to respond, question, and challenge. To facilitate this process, I will occasionally ask you to take part in experiential exercises or discussion groups. I hope these experiences will allow you to apply the material we cover to your own lives.

### INSTRUCTIONAL METHODS:

During our scheduled class meetings you can expect to listen to lectures, work in small-groups, engage in class discussions, and view relevant online and audio-visual materials. Class lectures and activities highlight, supplement, reinforce and clarify knowledge you have acquired from a thorough and careful reading of the textbooks. Lectures are not a substitute for reading and studying the course material on your own.

**Do not leave lecture early:** Besides distracting your fellow students, when I hear people leaving or packing their bag, I become very distracted. I lose my train of thought and will have to stop the lecture until the noise ceases. [P.S.: I understand that occasionally people must miss part of a class. **If you intend to do so, please sit in the back** so you won't distract everyone

**Syllabus & Sakai Site:** This contains everything you need to know about the course; keep this in your notebook and refer to it often. I reserve the right to change this syllabus in writing or by announcement.

## CLASS PARTICIPATION

The clicker system will allow for interactive class participation which is difficult in large classes. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered, and 2 points for each question answered correctly. This will be out of 100 points (I will present about 190-200 points worth of questions, therefore I am accounting for missed days). I will give you an extra credit point for every 5 points received above 100 points.



The 2nd and 3rd lectures will count as practice. It is important that you purchase your clicker as soon as possible after the first class session. If I do not have a clicker ID from you by the 6<sup>th</sup> class, I will list your name on the PowerPoint at the beginning of lecture and will email/message you until I get one. Starting with the 4th lecture of the semester, responses will count toward your grade. There will be, on average, 5-10 questions per class.

**Make sure to any address clicker issues within a week after the class in question. It is your responsibility to make sure your clicker points show up on Sakai within a week of each class period. Please do not contact me with clicker concerns more than a week old.**

Please register your clicker on the [Sakai site](#) (tab iclicker), not the iclicker website.

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### ATTENDANCE POLICY:

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

You do not need to bring me a note if you miss 6 or less classes as there are more than enough chances to get clicker points even with missing 5-6 classes. If you have an extended absence for more than 6 class periods, please talk with me.

Legitimate reasons for absence include, but are not limited to, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, direct participation in university disciplinary hearings, and jury duty.

Nevertheless, the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner. If you miss an exam or are absent from more than 6 classes, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence and bring the Dean's note

University religious holiday policy is at <http://scheduling.rutgers.edu/religious.shtml>  
University attendance policy is at <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

### ACADEMIC INTEGRITY:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/> Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

Please review the following links concerning Plaiigerism

*The Camden Plagiarism Tutorial (INTERACTIVE):* <http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

*Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident.* [http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism)

<http://academicintegrity.rutgers.edu/resources-for-students>

## ASSESSMENTS



There will be 18 quizzes which will consist of 10 questions each and will cover 1 chapter. You will have 1/2 hour to complete each quiz and will only have one chance to take the assessment. **Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.**

I will drop the lowest score quiz, therefore your grade will be out of 17 quizzes.

There will be three midterms (the best two of these will be averaged into your grade-one will be online) and one cumulative final exam. I will drop the lowest of the three midterms (the final is mandatory). You will need a #2 pencil for the in-class exams. Test dates noted on the course outline may be changed if needed; changes will be announced in class and on Sakai. *If for some reason class is cancelled on a scheduled test day, the exam will be given during the next regular class period.* **Students caught cheating on any exam will get an F for the entire course.**

Each midterm will consist of 50 multiple choice items (75 for the final) **THERE ARE NO MAKE-UPS FOR THE MIDTERMS UNLESS THEY ARE ARRANGED IN ADVANCE OF THE EXAM.**

### ACCOMMODATIONS

Appropriate accommodations will be made for students with disabilities. Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/> Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

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## WRITING ASSIGNMENT

If I cannot open your assignment, you will receive a 0.

**The required assignment and all extra credit assignments must be uploaded to assignments tab (not emailed) by April 18, 2016! Be sure to submit before 11:59pm as the assignments tab will close. No assignments and no extra credit will be accepted by email.**

In this paper, describe a character from a movie or novel from the perspective of at least two theories discussed in this course, each from a different domain (you can choose from the following: disposition, biological, intrapsychic, behavioral, cognitive and social/cultural-do not use the adjustment domain) and then conclude with your own impression. The paper should be no shorter than 3 pages and no longer than 7 pages in length (double-spaced, 12 pt. font). In this paper you should a) describe the character from a book or a movie, b) describe this person from at least two theories we've covered in this course (each from a different domain) c) summarize and present your opinion about how well these theories describe the person in question.

- 1) Make sure to use the specific **theory** rather than the domain in general. Describe your character from these theories that are from different domains covered in the course. Give specific examples from the characters life that can be used to describe the individuals personality through the lens of the theory. **(40 points-20 points for each concept)**
- 2) For each perspective, analyze the benefits and drawbacks of using that specific perspective to describe the character. Include your opinion on how well these describe the character. For example, if you chose the five-factor paradigm, specifically indicate what this could leave out in the characters personality or how the analysis may be misguided due to the limits of the five-factor paradigm (in relation to your character). In addition, include the benefits of using the theory in describing your character. **(20 points)**
- 3) Include reasons for why your character may have developed their personality (genetics, family, environment, etc.). Speculate based on the characters situation, family, genetics, upbringing, etc. **(15 points)**
- 4) In-text citations and a reference page **(5 points)**

Be sure to include references to the book and course material. You must use APA style for in text citations and a reference page (you do not need a title page or abstract).

# Cheating and Plagiarism

Short version: Don't cheat. Don't plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy><sup>1</sup> I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

**Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:**

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.<sup>2</sup>

Here are some links for APA Style:

<http://owl.english.purdue.edu/owl/resource/560/02/>  
<http://owl.english.purdue.edu/owl/resource/560/03/>  
<http://owl.english.purdue.edu/owl/resource/560/05/>  
<http://owl.english.purdue.edu/owl/resource/560/06/>  
<http://owl.english.purdue.edu/owl/resource/560/07/>  
<http://owl.english.purdue.edu/owl/resource/560/08/>  
<http://owl.english.purdue.edu/owl/resource/560/09/>  
<http://owl.english.purdue.edu/owl/resource/560/10/>  
<http://owl.english.purdue.edu/owl/resource/560/11/>

Please contact a TA with any specific questions about APA style.

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<sup>1</sup> This web link was corrected on Sept. 13, 2015. S. Lawrence

<sup>2</sup> <http://academicintegrity.rutgers.edu/academic-integrity-policy/> Updated with the University's current language on July 13, 2012 and web link was corrected on Sept. 13, 2015. S. Lawrence.

## ADDITIONAL CREDIT

For every 10 clicker points above 100, you will be given an extra credit point

Each of the options below is worth 5 points. You can do one of each option (only 2 articles for 5 points total)



**Option 3: Engage in a class debate. I have included 6 debate issues on Sakai along with time slots under the "sign up" tab.**

- 1) Read the issue and decide if you would like to participate in the "yes" or "no" arguments.
- 2) Sign up for a time slot under the debate in which you wish to engage. There is a maximum of 3 people for each time slot.
- 3) Read the essay and prepare for a debate on stage with students presenting the other side of the issue.
- 4) You do not need to submit your arguments, **but they should be well-thought out and logical.**

**You can only participate in one debate**

**Option 4: Article Summaries-make sure to include information from the course (use the book as the reference) to expand on the concepts presented in the articles. YOU MUST REFERENCE COURSE MATERIAL.**

- 1) Find 2 articles relating to one of the topics we are studying in the popular press (Psychology Today, Scientific American Mind, New York Times, Time magazine, etc.-I will be posting interesting articles on the FB site)
- 2) Summarize (about 1.5 pages each) the article and **be sure to include how it relates to the topic covered in class.**
- 3) Make sure that you include in-text references along with a reference page -in proper APA style.
- 4) The articles do not have to be related to each other.

**Due Monday 4/18 by 11:59pm**

**You can only submit 2 articles for 5 points**

### Option 2: Trait Psychology

Here are the steps required to complete the exercise.

1. Go to <http://www.personal.psu.edu/faculty/j/5/j5j/IPIP/>
2. Click "Follow this link if you wish to complete the original IPIP-NEO"
3. Go to the 4th "bulleted" line on the page and click "take the shorter version"
4. Click "yes" to both queries on the page that comes up, go to the bottom of the page and click SEND. That will activate the first 60 items of the test.
5. Look over your results and write brief paper (3 pages) about how accurately you think the results describe your personality. Include your impressions of the system's primary strengths and weaknesses in terms of describing you and as a research tool in personality psychology. **You must also address comparisons to your MBTI results.**

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**Due Monday 2/15 by 11:59pm**

**Option 2: Choose eight major events — deaths, first car, entering high school, etc. — in your life and then choose songs to accompany each event.**

- 1) Create an "imaginary soundtrack" to your life and write a reflective paper that explains why each event and song is included.
- 2) Make sure that you have 8 events, each accompanied by a soundtrack.
- 3) The reflective paper should be at least 3 double spaced pages including all 8 soundtracks. Include the actual lyrics of the songs at the end of paper (the lyrics themselves are not part of the 3 pages).
- 4) Upload the soundtrack (audio or youtube) along with your paper and the lyrics.

**Due Monday 4/18 by 11:59pm**

For option 4: you will need to present information from the course and use the book as the reference. I will be running the assignments through Turnitin-please be sure not to plagiarize.

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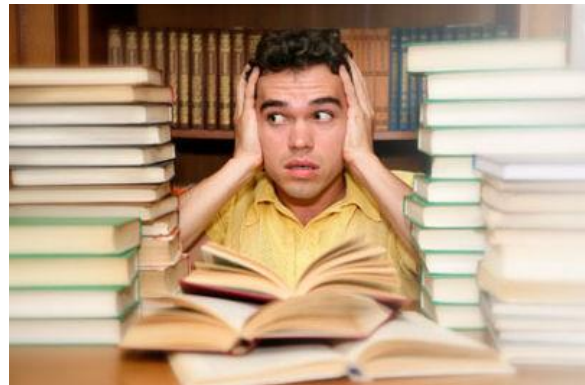
### Extra Credit Movies

During the semester I will be offering extra credit Twitter movie nights (5 points per movie). These will be held on Thursday evenings and the location will be announced in class. This is a program set up for students in the medical school and we have been invited to participate. To receive credit, you must sign out and tweet (at least twice) relevant information during the movie relating to theories of abnormality. The twitter account that you use must include your name as it appears on the roster and you must post at least twice with substantive information related to abnormal psychology. If you post inappropriate material, you will not receive credit, nor be able to participate in the future. **Please create a twitter account now as it takes a while for new accounts to become searchable. Make sure your account is public**

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Inevitably every semester there are students who are not happy with their grades and seem to not be concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class throughout the semester. The following are some tips on how you should study for the exams:

If you want to learn the subject matter well, read the assigned material before the lecture, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend



When you study, don't just read the text and lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also test yourself using flashcards. Go through the lecture notes and write the name of the concept on the front and the definition on the back. Don't worry about memorizing the definition word for word as it would be better to try to use each word in a sentence or think of examples for each term.

### COMMUNICATION:

I created a Facebook group for this class called Personality Psychology at Rutgers <https://www.facebook.com/groups/443362335791207/> Please to join this group and I will add you. I will be posting articles and psychology related issues to enhance your knowledge of the area. Feel free to use this site to communicate with me and other students in the class. I find that many students have the same questions and this is a place for you to clarify any topics which are confusing.

If you have a private concern, please email myself or Jeremy. In your email, please include your full name (as it appears on the roster), your class and section. I will try my best to return your email within 48 hours, however feel free to email a TA.

## HOW TO DO WELL IN THIS CLASS:

- Attend class and answer the clicker questions.
- Complete every quiz on time.
- Read the assigned material carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials. Outline the chapters in your own words with information from the book and lecture.
- Access the materials on Sakai
- At least a week before the exam, begin studying your notes on the readings and your notes from class. Get more information about concepts you do not understand by contacting me or working with your undergraduate TA.
- Work actively with the course material: develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you; compare your class notes to the textbook; etc.
- Contact me or your undergraduate TA to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Work productively during class. During class we will actively analyze, apply, and evaluate the text material.
- Use the Facebook page to communicate with me and other students in the course.

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## EVALUATION

Evaluations are based on:

Quizzes	170 points (17 x 10)
Two hourly exams (50 questions)	200 points (2 x 100)
Final examination worth (75 questions)	150 points
Writing Assignment	80 points
Clicker points	<u>100 points</u>
Total Points possible	700

A: 630-700 points, B+: 595-629 points, B: 560-594 points, C+ 525-559 points, C: 490-524 points, D: 420-489 points, F: 0-419 points

## LECTURE TOPICS AND READING:

**\*\*(All dates are approximate and changes will be announced in class)\*\***

Date	Topic	Reading	Assignments Due (12:00 pm)
Th 1/21	Introduction to Personality	Ch. 1	
M 1/25	Personality Assessment	Ch. 2	
Th 1/28	Traits	Ch. 3	
M 2/1	Traits	Ch. 3	Chapter 1 quiz due  Who am I? <a href="http://www.utpsyc.org/personality/">http://www.utpsyc.org/personality/</a>



Th 2/4	Trait measurement	Ch. 4	Chapter 2 quiz due  Come to class with Jung Typology Test (MBTI) results for activity <a href="http://www.humanmetrics.com/cgi-win/JTypes2.asp">http://www.humanmetrics.com/cgi-win/JTypes2.asp</a>
M 2/8	Personality Dispositions over Time	Ch. 5	Chapter 3 quiz due  Narcissism scale: <a href="http://psychcentral.com/quizzes/narcissistic.htm">http://psychcentral.com/quizzes/narcissistic.htm</a>
Th 2/11	Genetics and Personality	Ch. 6	Chapter 4 quiz due
M 2/15	<b>EXAM 1 –IN CLASS (Chapters 1-6)</b>	Ch. 6	Chapters 5/6 quizzes due  <b>Five-Factor Extra Credit Due in Dropbox</b>
Th 2/18	Physiological Approaches	Ch. 7	Behavior Activation and Inhibition <a href="http://www.excelatlife.com/questionnaires/bisbas.htm">http://www.excelatlife.com/questionnaires/bisbas.htm</a>  Sensation seeking: <a href="http://www.bbc.co.uk/science/humanbody/mind/surveys/sensation/index.shtml">http://www.bbc.co.uk/science/humanbody/mind/surveys/sensation/index.shtml</a>
M 2/22	Evolutionary Perspectives	Ch. 8	Chapter 7 quiz due
Th 2/25	Evolutionary Perspectives	Ch. 8	
M 2/29	Sex, Gender and Personality	Ch. 16	Chapter 8 quiz due
Th 3/3	Psychoanalytic Perspective	Ch. 9	Chapter 16 quiz due  TAT <a href="http://www.utpsyc.org/TATintro/">http://www.utpsyc.org/TATintro/</a>
M 3/7	Psychoanalytic Perspective	Ch. 9	
Th 3/10	Psychoanalytic-Contemporary Issues	Ch. 10	Chapter 9 quiz due
M 3/14	<b>NO CLASS-SPRING BREAK</b>		
Th 3/17	<b>NO CLASS-SPRING BREAK</b>		
<b>M 3/21</b>	<b>EXAM 2-ONLINE (Chapters 7-11) ONLINE</b>		Chapter 10 quiz due

Th 3/24	Motives and Personality	Ch. 11	Locus of control: You don't need to register just click continue <a href="http://www.queendom.com/tests/access_page/index.htm?idRegTest=704">http://www.queendom.com/tests/access_page/index.htm?idRegTest=704</a>
M 3/28	Behavioral Topics	Walden Too	Chapter 11 quiz due
Th 3/31	Cognitive Topics	Ch. 12	How do you view the world?  <a href="http://www.utpsyc.org/Bottle/index.html">http://www.utpsyc.org/Bottle/index.html</a>
M 4/4	Emotions and Personality	Ch. 13	Chapter 12 quiz due
Th 4/7	Approaches to the Self	Ch. 14	Chapter 13 quiz due
M 4/11	Approaches to the Self	Ch. 14	Rosenberg Self-esteem scale: <a href="http://personality-testing.info/tests/RSE.php">http://personality-testing.info/tests/RSE.php</a>  Contingencies of self worth: <a href="http://www.midss.ie/sites/www.midss.ie/files/contingencies_of_self-worth_scale.pdf">http://www.midss.ie/sites/www.midss.ie/files/contingencies_of_self-worth_scale.pdf</a>
<b>Th 4/14</b>	<b>Exam 3-In Class (chapters 12-16)</b>		Chapter 14 quiz due
M 4/18	Personality and Social Interaction	Ch. 15	<b>Writing assignment and all extra credit due</b>  The Life Project  <a href="http://www.utpsyc.org/LIFE/">http://www.utpsyc.org/LIFE/</a>
Th 4/21	Stress, Coping and Health	Ch. 18	Chapter 15 quiz due  The PILL questionnaire <a href="http://www.utpsyc.org/PILL/">http://www.utpsyc.org/PILL/</a>
M 4/25	Disorders of Personality	Ch. 19	Chapter 18 quiz due
Th 4/28	Disorders of Personality	Ch. 19	
M 5/2	Integrating theories		Chapter 19 quiz due
<b>Th 5/5</b> <b>8-11am</b>	<b>Final-cumulative emphasis on last chapters</b>		

## **Student-Wellness Services:**

### **[Just In Case Web App](#)**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### **Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### **Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

### **Disability Services**

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **Scarlet Listeners**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.