

# Abnormal Psychology

01:830:340:03

Spring 2020 Tuesday/Thursday 6:10-7:30

Scott-123

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

## Instructor and TAs



### Instructor:

Lyra Stein, PhD

Email: [Lyra@psych.rutgers.edu](mailto:Lyra@psych.rutgers.edu)

Office: Tillett 221

Office Hours: Tuesday 3-4, Thursdays 4:30-5:30

Graduate TA: (for inquiries concerning exams):

Qingqing Yin

Email: [qy93@rutgers.edu](mailto:qy93@rutgers.edu)

Office: Psychology Building A233

Office Hours: Tuesday 1-2

## LEARNING ASSISTANTS:

Learning assistants will attend lecture and some will hold supplemental sessions. All of the LAs can help with questions about the class and your final papers. You will receive 2 EC points per study session you attend (once/week, maximum of 10). Student sessions will start on Tuesday Feb. 4 and end on Monday May 4.

### LA supplementary sessions:

Use this link to sign up for a student session: <https://secure.rutgers.edu/rlcstudygroup/login.aspx>

Shania Ramnarine	<a href="mailto:str68@scarletmail.rutgers.edu">str68@scarletmail.rutgers.edu</a>	Monday, 10:20am - 11:40am, TIL 111P
Gina Elsayed	<a href="mailto:gee10@scarletmail.rutgers.edu">gee10@scarletmail.rutgers.edu</a>	Monday, 3:20pm - 4:40pm, SERC 104
Kaan Sahin	<a href="mailto:kbs87@scarletmail.rutgers.edu">kbs87@scarletmail.rutgers.edu</a>	Tuesday, 1:10pm - 2:30pm, AB 1150A
Myra Akbar	<a href="mailto:ma1524@scarletmail.rutgers.edu">ma1524@scarletmail.rutgers.edu</a>	Tuesday, 3:20 pm - 4:40 pm, Livingston TIL 111 M
Morgan Horner	<a href="mailto:mlh244@scarletmail.rutgers.edu">mlh244@scarletmail.rutgers.edu</a>	Wednesday, 11:30am - 12:50pm, AB 1150B
Jay Joshi	<a href="mailto:jnj29@scarletmail.rutgers.edu">jnj29@scarletmail.rutgers.edu</a>	Wednesday, 5:00 pm - 6:20 pm, Busch TBD
Evan Ciacciarelli	<a href="mailto:evanciacciarelli@gmail.com">evanciacciarelli@gmail.com</a>	Thursday, 12:00 pm - 1:20 pm, TIL 111 M
Shania Ramnarine	<a href="mailto:str68@scarletmail.rutgers.edu">str68@scarletmail.rutgers.edu</a>	Thursday, 3:20pm - 4:40pm, TIL 111M
Nikita Jadav	<a href="mailto:nj20@scarletmail.rutgers.edu">nj20@scarletmail.rutgers.edu</a>	Thursday, 8:10pm - 9:30pm, SERC 104
Aldazia Green	<a href="mailto:abg116@scarletmail.rutgers.edu">abg116@scarletmail.rutgers.edu</a>	Sunday, 5:35pm - 6:55pm, Loree 124

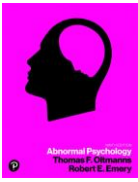
For help with the debate or paper: Indhu Kanakaraj [ik240@scarletmail.rutgers.edu](mailto:ik240@scarletmail.rutgers.edu)

## Course Description and Objectives

This course provides an introduction to the description, classification, and academic study of human mental distress. In addition, we will explore various theoretical approaches to the causes and treatments of psychopathology..

- You will be introduced to standard assessment practices for the diagnosis of mental disorders
- You will develop competency in the use of the DSM-V for the classification of psychopathology
- You will be provided with an overview of the symptoms, demographic features, and typical progression of major forms of psychopathology
- You will be able to balance a scientific diagnostic approach to psychopathology with an appreciation for the “real life” experiences of people who suffer from mental disorders.
- You will study the theoretical approaches to the cause and treatment of psychopathology-biological, psychodynamic, cognitive-behavioral and humanistic.

# Instructional Resources



## Required:

- 1) Oltmanns, T.F. & Emery, R.E. (2019). *Abnormal psychology* (9<sup>th</sup> ed.). Boston, MA: Pearson.  
ISBN-13: 9780134899053

If you would like to use the eText, follow the steps below (**online access is not required-you can purchase a physical text or use the copy on reserve in the library**):

Revel Abnormal Psychology, 9e, the course materials for Oltmanns Abnormal Psychology 9e

Here's how:

1. Go to: <https://console.pearson.com/enrollment/479f31>
2. Sign in to your Pearson Account or create one.
3. Redeem your access code or purchase instant access online.

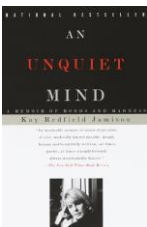
You can also access videos, extra quiz questions and activities with a purchase of the eText

2) iclicker (or iclicker2 or iclicker+, or the REEF app-if you use the app, you cannot use the handheld clicker)

- 3) Case studies provided on Sakai Main Sakai portal  
<https://sakai.rutgers.edu/portal>

## Recommended:

- 4) Jamison, K. R. (2009). *An unquiet mind: A memoir of moods and madness*. Random House LLC.



## 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, 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 bags, I become very distracted. I may lose my train of thought and may 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 will not distract everyone

**Syllabus & Sakai Site:** This contains everything you need to know about the course; refer to it often.

## 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 1 more point for each question answered correctly. This will be out of 110 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 10 points received above 110 points.



The 2nd and 3rd lectures will count as practice. It is important that you purchase your as soon as possible after the first class session. 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 are counted on Sakai within a week of each class period.**

Please register your clicker on the **Sakai Workspace** (tab iclicker), not the iclicker website not the class Sakai site

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### ATTENDANCE POLICY:

You do not need to present me with a note unless you have an extended absence.

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 for an extended period, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence.

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.

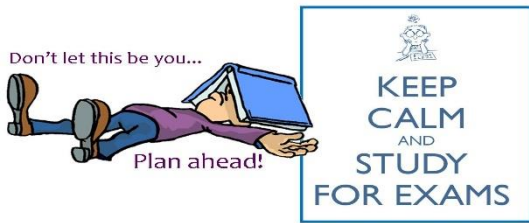
Please review the following links concerning Plaiigerism

*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 16 quizzes which will consist of 20 questions each and will cover 1 chapter. You will have 1 hour to complete each quiz and will only have one chance to take the assessment. You cannot save a quiz after you start. **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 two lowest quiz scores, therefore your grade will be out of 14 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 syllabus may be changed if needed; changes will be announced in class and on Sakai. Please do not leave the class during the exam without explicit permission from the instructor. **Students caught cheating on any exam will get an F for the entire course. Once the exam grades are posted on Sakai, you have **one week** to address any discrepancies with your score.**

Each midterm will consist of 50 multiple choice items (75 for the final)

### 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

**It is your responsibility to ensure that the correct version of the correct assignment is uploaded. Make sure to check if the attachment is uploaded before the due date. If I cannot open your assignment or you submit the wrong assignment, you will receive a 0. Please do not submit Google Docs**

**The required assignment should be uploaded to assignments tab (not emailed) by **April 21**. Be sure to submit before 11:50 pm as the assignments tab will close. The paper should be at least 2 double spaced pages (but no more than 6 pages) with Times New Roman and 12 point font, 1" margins**

This project is a movie, TV show or book character analysis. The project will involve critically analyzing a movie, TV show or book that portrays a **\*fictional\*** character with one or more forms of mental illness that have been discussed in class. You will use information gleaned from your character to assess and diagnose a character with a psychological abnormality. Please include the following: **Please divide your paper into the following sections and clearly label each of the following**

- 1) The reasoning for the diagnosis(es) according to the DSM-5 diagnostic criteria. Present the evidence that fulfills the diagnostic criteria. **(25 points)**
- 2) Include various forms of social-environmental stressors/problems, medical conditions, and functional impairments in the individual's life that could impact the mental illness(es). **(10 points)**
- 3) Based on the diagnostic assessment and case formulation, you will briefly recommend suitable treatment options and assess the character's prognosis. **(20 points)**
- 4) In-text citations and a reference page **(5 points)**

**Be sure to include references to the text (or DSM-V) and course material. You must use in-text citations and a reference page (you do not need a title page or abstract).**

You can use any format for references, here are some links for guidance.

<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 an LA with any specific questions concerning references.

## 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>

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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 110, you will be given an extra credit point

You may complete 1 of the following extra credit assignments listed below (not including the movie)



**Option 1:** Article Summaries (4 points)-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 topics (the articles do not have to be related to each other) we discussed in the popular press.

2) Summarize (about 1.5 double spaced pages each) the article and **be sure to include how it relates to the topic covered in class. Sometimes Popular press perpetuates misinformation-assess the validity of the article.**

3) Make sure that you include in-text citations along with a reference page. You should have references for the book and the articles

**Due 4/23 by 11:50pm**

### **Option 2: Mental Health and Stigma**

In a two page paper (double-spaced), discuss how can we reduce the stigma (negative attitudes) and address the myths about individuals living with a mental illness? Include information on how can we improve how people view mental health and mental illness?

Also address how we can ensure people get the treatment they need, in spite of the negative attitudes that may still surround individuals living with mental illness? If negative stereotypes are reinforced by the large numbers of people with untreated psychiatric illness who are homeless, incarcerated, or who receive publicity because of violent acts, how can we ensure that these people with the most severe mental illness get treatment, even though they may be unwilling or unable to on their own?

**Due 4/23 by 11:50pm**

**Option 3:** Engage in a class debate (5 points) 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 (The first 2 times slots are for the \*yes\* side and the second two are for the \*no\* side.
- 3) Read the essay and prepare for a short debate **with an LA** in front of the class. You should prepare to speak for about a minute during opening arguments.
- 4) **You can only participate in one debate**

## Extra Credit Movies

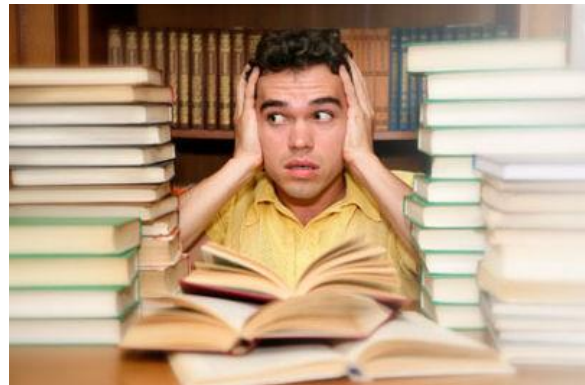
You may only attend 1 movie

During the semester I will be offering extra credit Twitter movies (5 points). These will be held on selected afternoons/evenings- locations will be announced in class. To receive credit, you must sign out when you leave and tweet (at least twice) relevant information during the movie relating to class theories. Your tweets must coincide with the relevant scene in the movie. The twitter account that you use must include your name as it appears on the roster and you should tweet at least twice with substantive information (original information-do not copy previous tweets) related to class material. If you post inappropriate material, you will not receive credit. **Please make sure the twitter account is set to 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 studying, the better.



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! Go through the lecture notes and fill out the study guide with an explanation of the concept in **your words**. 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 Abnormal Psychology at Rutgers <https://www.facebook.com/groups/394907930599321/> I will be posting articles related class topics to enhance your knowledge of the area. Feel free to use this site to communicate with me and other students in the class.

If you have a private concern, please email me or the TA. 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 an LA.

### 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.
- 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 a learning assistant

- 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 an LA 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.

## EVALUATION

Evaluations are based on:

Quizzes	280 points (14 x 20) (two lowest quiz grades will be dropped)
Two hourly exams (50 questions)	200 points (2 x 100)
Final examination worth (75 questions)	150 points
Writing Assignment	60 points
Clicker points	<u>110 points</u>
Total Points possible	800

A: 720-800 points, B+: 680-719 points, B: 640-679 points, C+ 600-639 points, C: 560-599 points, D: 480-559 points. F: 0-479 points

### LECTURE TOPICS AND READINGS:

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

Date	Topic	Reading	Assignments Due ( 6:10 pm)
T 1/21	Examples and Definitions of Abnormal Behavior	Ch. 1	
Th 1/23	Causes of Abnormal Behavior	Ch. 2	
T 1/28	Causes of Abnormal Behavior/Treatment of Psychological Disorders	Ch. 2/3	
Th 1/30	Treatment of Psychological Disorders/Classification and Assessment of Abnormal Behavior	Ch. 3/4	
T 2/4	Classification and Assessment of Abnormal Behavior	Ch. 4	Chapter 1 quiz due
Th 2/6	Mood Disorders and Suicide	Ch. 5	Chapter 2 quiz due
T 2/11	Mood Disorders and Suicide	Ch. 5 –An Unquiet Mind	Chapter 3 quiz due
<b>Th 2/13</b>	<b>Exam 1 (chapters 1-5) In class</b>		Chapters 4 and 5 quizzes due
T 2/18	Anxiety Disorders	Ch. 6	
Th 2/20	Anxiety Disorders	Ch. 6	



T 2/25	Acute and Posttraumatic Stress Disorders, Dissociative Disorders and Somatic Symptom Disorders	Ch. 7	Chapter 6 quiz due
Th 2/27	Acute and Posttraumatic Stress Disorders, Dissociative Disorders and Somatic Symptom Disorders	Ch. 7	
T 3/3	Stress and Physical Health	Ch. 8	Chapter 7 quiz due
Th 3/5	Personality Disorders	Ch. 9	Chapter 8 quiz due
T 3/10	Personality Disorders	Ch. 9	
<b>Th 3/12</b>	<b>Exam 2 (Chapters 6-9) Online</b>		Chapter 9 quiz due
<b>T 3/17</b>	<b>NO CLASS-SPRING BREAK</b>		
<b>Th 3/19</b>	<b>NO CLASS-SPRING BREAK</b>		
T 3/24	Eating Disorders	Ch. 10	
Th 3/26	Substance Use Disorders	Ch. 11	Chapter 10 quiz due
T 3/31	Substance Use Disorders/Sexual Dysfunctions and Paraphillic Disorders	Ch. 11/Ch. 12  Tail of the Raccoon: Secrets of Addiction	
Th 4/2	Gender Dysphoria	Ch. 12	Chapter 11 quiz due
T 4/7	Schizophrenic Disorders	Ch. 13	Chapter 12 quiz due
<b>Th 4/9</b>	<b>NO CLASS</b>		
<b>T 4/14</b>	<b>Exam 3 (Chapters 10-13) In Class</b>		Chapter 13 quiz due
Th 4/16	Positive Emotions	Readings on Sakai (not in the text)	
T 4/21	Positive Emotions/Intellectual and Autism Disorders	Ch. 15  Temple Grandin chapters on Biochemistry and Relationships	<b>Paper due by 11:50pm</b>
Th 4/23	Intellectual and Autism Disorders/ Psychological Disorders of Childhood	Ch. 15/16	<b>All extra credit due by 11:50pm</b>

T 4/28	Psychological Disorders of Childhood	Ch. 16	Chapter 15 quiz due
Th 4/30	Adjustment Disorders and Lifestyle Transitions	Ch. 17	Chapter 16 quiz due
Th 5/7 8-11pm	<b>Final-cumulative emphasis on last chapters</b>  <i>common hour exams can be found under the "exam" tab at</i> <a href="https://scheduling.rutgers.edu/scheduling/exam-scheduling">https://scheduling.rutgers.edu/scheduling/exam-scheduling</a>		Chapter 17 quiz due

## Student-Wellness Services:

### **Just In Case Web App**

<http://www.justincaseforcolleges.com/faq/>

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**

scarlet.listeners@gmail.com

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. If you've got something going on and would like someone to listen, you can reach out to our partner hotline, CONTACT We Care, at 908-232-2880, or the National Suicide Prevention Lifeline which is open 24/7 at 1-800-273-TALK (1-800-273-8255).