

**Psychosocial Foundations of Health and Medicine**  
**01:830:308:B3 and 01:920:308:B3**  
**SUMMER 2020**

**INSTRUCTORS:**

**Professor Alex Demshock, Sociology**  
**Email: [ald166@scarletmail.rutgers.edu](mailto:ald166@scarletmail.rutgers.edu)**  
**Office Hours: by appt.**

**Professor Marina Gelfand, Psychology**  
**Email: [gelfanma@scarletmail.rutgers.edu](mailto:gelfanma@scarletmail.rutgers.edu)**  
**Office Hours: by appt.**

**COURSE DESCRIPTION:**

This course will provide students with the conceptual, methodological, and substantive background in psychosocial perspectives on health that relate to the new MCAT module on the social and behavioral determinants of health. PLEASE NOTE: This is not an MCAT prep course and as such, we will not directly be teaching "to the test." That said, our topics loosely follow many of the foundational concepts covered on the new sections of the exam.

**COURSE OBJECTIVES:**

- To understand the basic methods and concepts used in psychological and sociological research.
- To identify the ways that psychosocial factors affect patients' health and health behaviors.
- To recognize the ways that social stratification (e.g. race, class, gender, and age) affect access to health-enhancing resources and services.
- To understand the psychosocial factors that affect diagnosis and treatment.
- To help students apply above principles to hypothetical doctor-patient relationships.

**CURRENT ACADEMIC INTEGRITY POLICY:**

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

*General Academic Integrity Link:*

<http://academicintegrity.rutgers.edu/>

*Resources for instructors (and students) can be found at:*

<http://academicintegrity.rutgers.edu/resources>

*Take a 20 minute interactive-tutorial on Plagiarism and Academic Integrity,*

<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

**LEARNING RESOURCES:**

All course materials can be found in Sakai under Course Content. The tab for each topic will link you to all assigned readings, videos, etc.

Main Sakai portal <https://sakai.rutgers.edu/portal>

### **COURSE POLICIES:**

**PREREQUISITES:** General Psychology (830:101) OR Introduction to Sociology (920:101).

### **VIRTUAL MEETING AND EXAMS:**

Zoom Class session: Thursday 5/28, 10:30 am

Midterm: Friday 6/12, 10:30 am-12:20 pm (Online)

Final: Thursday, 7/2, 10:30 am-12:20 pm (Online)

### **TECHNOLOGY:**

**TECHNICAL REQUIREMENTS:** Ability to use Sakai. As the course delivery and communication takes place via screen, students will benefit from a consistent, secure access to a personal computer with up-to-date software (Flash and video player). A high-speed Internet connection is recommended.

**TECHNICAL PROBLEMS:** In an online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure, systemic failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately.

Technical questions should be directed to the Rutgers OIRT (Office of Instructional and Research Technology):

- sakai@rutgers.edu
- 848-445-8721
- 55 Commercial Ave Suite 201, New Brunswick, NJ 08901
- <https://oirt.rutgers.edu/>

If there is a systemic failure with Sakai or Rutgers' network, we will communicate by e-mail. Check your e-mail for instructions and relevant information (e.g. extensions on assignments).

### **EVALUATION:**

**Midterm: 25%**

**Final: 30%**

**Discussions: 20%**

**Assignments: 20%**

**Reading/Video Quiz Questions 5%**

#### **Grading Scale**

<b>A = 90+</b>	<b>B+ = 85-89</b>	<b>B = 80-84</b>	<b>C+ = 75-79</b>	<b>C = 70-74</b>	<b>D = 60-69</b>	<b>F = Below 60</b>
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Note: There will be no adjustments to grades unless there is a grading error. FINAL GRADES ARE NOT ROUNDED UP.

**EXAMS:**

Exam content will include all material from the course - articles, book chapters, videos, TED Talks, discussions, etc. Exam questions can come from ANY of the discussion threads for a given topic. Therefore, you should read through all the discussion groups to see the main points covered -- not only the one assigned to you.

We will post a study guide before the midterm and the final.

**ACCOMMODATIONS:**

The Rutgers Office of Disability Services evaluates students and provides documentation about necessary accommodations. Students who need accommodations in class must do so through the Rutgers Disabilities Services Office. See <https://ods.rutgers.edu/students> for details.

Students with disabilities requesting accommodations can do so here:

<http://disabilityservices.rutgers.edu/request.html>

If you need special accommodations, let me know early in the semester. If you need extra time on exams, you must bring me Letter of Accommodation from the disability office to sign at least one week prior to the first exam.

**COUNSELING:** College can be an overwhelming time. If you find yourself having a difficult time coping, please refer to <http://rhscaps.rutgers.edu/> where you can see an overview of support services available at Rutgers.

**ASSIGNMENTS:**

Every week you will be required to post to a group discussion forum (further details below) and submit an assignment. There will be several weekly quiz questions in Sakai on readings or videos you are assigned. The lowest group discussion score and assignment score will be dropped.

**LATE POLICY:** Unless prior arrangements are made with the instructors, no late assignments will be accepted. Exceptions will be in the case of emergencies, and late penalties will be made on a case-by-case basis. Notify the instructors, via email, in case of an emergency.

**COMMUNICATION:**

For general questions about the course, policies, etc., and clarification questions that other students could benefit from, post in the General Discussion Forum. For personal questions and issues, e-mail one of us directly. We will respond to your e-mail within 24-48 hours.

Make sure to read your e-mail and all the announcements on Sakai. This is a fluid class and there may be changes in pacing. There may be important changes in assignments and important clarifications; you are responsible for all changes announced.

**DISCUSSION BOARD:** Discussion Boards give you opportunity to share your ideas and get feedback from others in class. The discussion board questions are related to the week's assignments. Some discussions will have special instructions, so make sure to read each week's instructions carefully. For the first discussion, you will be posting an introduction to all members of the class. For subsequent discussions, you will be divided into groups for the remainder of the semester. However, you should read posts in all groups.

Your participation in the discussion boards requires at least three posts: 1) one initial post; 2) two responses to your fellow students, one in your own group and one in a different group (all things being

equal, try to respond to someone who has not had a response yet); and 3) replies to comments you receive on your initial post. Specific instructions will be posted each week for that week's discussion.

Your initial post should be at least 150 words in length. Your replies to your peers should be at least 75 words. Responses to comments can be any length.

Your initial post will be due on the date posted at 11:59 p.m., and your response to a peer in your group and a different group is due 48 hours after the due date for the initial post. You should respond to all comments within 24 hours after your responses.

Example: If a discussion is post is due Fri. 5/29 at 11:59pm

- Your initial post will be due Fri. 5/29 at 11:59 p.m.
- Your response to a peer in your group and another group is due Sun. 5/31 at 11:59 pm
- Your responses to your comments are due Mon. 6/1 at 11:59 p.m.

You can find the rubric for grading discussion posts in Discussion Forum Guidelines.

**NETIQUETTE:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect. A key distinguishing feature of an online course is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them.

When corresponding with your instructor and classmates through email or on the discussion forums, please take the time to be grammatically correct and use a positive tone. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting. Treat your instructor and fellow students with respect at all times, and in all communication.

*Citations and Other Etiquette Sources.* See infographic below for 15 rules of netiquette: <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>  
*The Core Rules of Netiquette*, excerpted from the book *Netiquette*, by Virginia Shea. The Core Rules of Netiquette can be accessed at <http://www.albion.com/netiquette/corerules.html>.

Further information was taken from Arlene H. Rinaldi's *The Net: User Guidelines and Netiquette*, which can be found at <http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi/>.

**DISCUSSION GUIDELINES:** - Posts should have a conversational tone; they should not sound like essays.

- End every post by signing your name. When responding to others, address them by name. **Include your name in the subject of your initial post.**

- *Brevity is best:* Be as concise as possible when contributing to a discussion; posts should be on-topic, concise, and to-the-point. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. Break up long sections of text into paragraphs to aid in readability.

- Posts should be original and introduce new information. Do not duplicate someone else's post.

- Post early. Do not wait until the last minute. Posting at the last minute does not give students adequate time to respond to your posts, and will not earn maximum points.

- *Tone down your language and keep a straight face:* given the absence of face-to-face clues, written text can easily be misinterpreted and come across as harsher since there are no physical gestures or voice inflections to give clues. Avoid sarcasm, strong language, and the excessive use of exclamation points.

- *The recorder is on:* Think carefully about the content of your message before contributing it. Once sent to

the group, there is no taking it back. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

- Condescending, derogatory, and otherwise "inflammatory" posts will not be tolerated. If you disagree with someone, do so respectfully and without insulting the person.
  - *Test for clarity*: messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it--even better.
  - Offer evidence-based support (of own experience and/or cited research) at least once per thread.
  - Apply normative English and grammar (you are not texting or on social media).
  - Focus on meaningful discussion - adding meaningfully to the thread - rather than number of posts. Otherwise, it becomes clear that you are posting just to try to meet the requirements.
  - Change the subject line as necessary to reflect the nature of your post.
  - Make sure that your post contains some reference back to the original discussion question - do not go off on tangents. Stay on track by referring back to the original question.
  - *Be forgiving*: if someone states something that you find offensive, mention this directly to the instructors. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructors.
  - Here are some suggestions for meaningful contribution: suggest solutions, point out problems, *respectfully* disagree, discuss an issue on which you would like some feedback, offer a different perspective about an idea, share a personal experience related to the subject, discuss how you have applied the concepts to your personal/professional life.
  - *Netspeak*: Although electronic communication is still young, many conventions have already been established. As mentioned above, DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom.
- The rubric used for discussion forums has been uploaded to Resources. Please read it carefully so you know what is expected.

### **COURSE EXPECTATIONS:**

You bear the responsibility for fulfilling all course expectations in a timely and responsible manner. If you miss an exam, assignment or discussion post, 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>

### **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> 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, we 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.

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/>

## LECTURE TOPICS

Tip: Due to the condensed nature of the summer session, the assignments and discussions don't follow a consistent schedule. Put the due dates into your calendar/planner ahead of time with reminders to help with the due dates.

	Topic	Assignments Due
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T 5/26 – TR 5/28	<p><b>Lesson 1: Introduction to Sociology and Psychology</b> Chapter 1: “What is Sociology?” Page 3-8.</p> <p>Chapter 1: “Introducing Psychology” (Word Doc), Pages 1-8. Overview of course, policies, online format. <b>In-person Meeting.</b> Introduction to Sociology and Psychology and intersections with health and medicine <b>Introductions in forum</b></p>	<p><b>First Zoom Class</b>, Thursday, 5/28, 10:30 AM</p> <p><b>Introductions</b> due Thurs 5/28 by 11:59 PM</p>
F 5/29 – Su 5/31	<p><b>Lesson 2: Perspectives on Health and Illness (Demshock)</b> Druss and Walker, “Medical Disorders and Comorbidity,” <i>The Synthesis Project: New Insights from Research Results</i>, Pages 1-18.</p> <p>Cockerham, Chapter 1: “Medical Sociology,” <i>Medical Sociology</i>, Pages 1-20.</p> <p>Sutton et al, “The SAGE Handbook of Health Psychology,” Pages 2-33.</p>	<p><b>Discussion #1</b> posts: Initial Post Fri 5/29; Replies to Peers Sun 5/31; Follow up to responses to your thread, Mon 6/1, all by 11:59pm</p>
Su 5/31 – M 6/1	<p><b>Lesson 3: Human Development (Gelfand)</b> Mikulincer and Shaver, “Attachment Security, Compassion and Altruism.” <i>Current Directions in Psychological Science</i> 14(34), 2005, Page 34-37. Giddens et al, Chapter 4: “Socialization and the Life Cycle,” <i>Introduction to Sociology</i>, Pages 81-101.</p> <p>VIDEO: “Piaget’s Stages of Development.” (6 mins)</p>	<p><b>Assignment #1</b> due Monday 6/1 11:59pm</p>
T 6/2 – F 6/5	<p><b>Lesson 4: Memory and Learning (Demshock)</b> Zerubavel, Introduction: “The Social Structure of Memory,” <i>Time Maps</i> (2003), Pages 1-10</p> <p>Spinney, <a href="#">“Our collective memory, like individual memory, is shockingly fallible.”</a> <i>The British Psychological Society Research Digest</i> (2016)</p> <p>TEDx: Thad Polk, <a href="#">Aging: It’s Not What You Think</a> (2016)</p> <p>VIDEO: Elizabeth Loftus, <a href="#">“How reliable is your memory?”</a> TED (2013). (17 mins)</p>	<p><b>Discussion #2</b> posts: Initial Post Wednesday 6/3; Replies to Peers Friday 6/5; Follow Ups Saturday 6/6, all by 11:59pm</p>

	<p>VIDEO: Elizabeth Lofuts, <a href="#">“False Memories: Lost in a shopping mall”</a> (2008). (2 mins)</p> <p>VIDEO: Jennifer Thompson &amp; Ronald Cotton, 60 Minutes Special, <a href="#">“Picking Cotton”</a> (2011). (15 mins)</p>	
	<p><b>Lesson 5: Language and Cognition (Gelfand)</b> Zerubavel, Chapter 1: “The Sociology of the Mind,” <i>Social Mindscapes</i> (1997), Pages 1-22.</p> <p>Pawlikowska et al, “Verbal and non-verbal behavior of doctors and patients in primary care consultations: How this relates to patient enablement,” <i>Patient and Education Counseling</i> 86 (2012), Pages 70-75.</p> <p>VIDEO: <a href="#">Understanding and Preventing Cognitive Errors in Healthcare</a> (12 min)</p>	<b>Assignment #2</b> due Friday 6/7, 11:59pm
M 6/8 – W 6/10	<p><b>Lesson 6: Psychological and Sociological Perspectives on Mental Health (Demshock)</b> Busfield, Introduction: “Rethinking the sociology of mental health,” <i>Sociology of Health and Illness</i> 22(5) (2000), Pages 543-555.</p> <p>Weir, <a href="#">“The roots of mental illness.”</a> <i>American Psychological Association</i> 43(6), June 2012.</p> <p>Horwitz and Wakefield, Chapter 2: “The Anatomy of Normal Sadness,” <i>The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder</i> (2007), Pages 27-52.</p> <p>Kleinman, “What is a Psychiatric Diagnosis?” in “Culture and the Definition of Mental Illness” (2006), Pages 63-73.</p> <p>VIDEO: BBC World News, <a href="#">“Hikikomori in Japan.”</a> (2013). (6 mins)</p>	<b>Discussion #3</b> Posts: Initial Post Tues 6/9; Replies to Peers Thurs 6/11; Follow Ups Fri 6/12, all by 11:59pm
6/10 – 6/11	<p><b>Lesson 7: Emotion (Gelfand)</b> Roter et al, “The Expression of Emotion Through Nonverbal Behavior in Medical Visits,” <i>Journal of General Internal Medicine</i>, (2006), Pages S28-S33.</p> <p>Levenson et al, “Voluntary Facial Action Generates Emotion-Specific Autonomic Nervous System</p>	<b>Assignment #3</b> due Thurs 6/11 11:59pm – EXTENDED to Sun 6/14

	<p>Activity,” <i>Psychophysiology</i> 27(4), (1990), Pages 363-383.</p> <p>VIDEO: <a href="#">“Simulated Interview Demonstration of Patient and her Husband,”</a> (2013). (17 mins)</p> <p>VIDEO: <a href="#">“Mirror Neurons,”</a> NOVA ScienceNOW, PBS, (2005). (14 mins)</p> <p>VIDEO: Dateline, <a href="#">“Lying,”</a> (2011). (13 mins)</p>	
6/12	<b>MIDTERM – on Lessons 1-6 (Lesson 7 on Emotion will be on the Final Exam)</b>	<b>Exam:</b> Friday 6/12 10:30 am-12:20 pm Online
6/14 – 6/17	<p><b>Lesson 8: Stigma and Discrimination (Demshock)</b> Goffman, Chapter 1: “Stigma and Social Identity,” <i>Stigma</i> (1963), Pages 1-40.</p> <p>Saguy and Gruys, “Morality and Health: News Media Constructions of Overweight and Eating Disorders,” <i>Social Problems</i> 57(2), (2010), Pages 231-248.</p> <p>Chapman et al, “Physicians and Implicit Bias: How Doctors May Unwittingly Perpetuate Health Care Disparities,” <i>Journal of General Internal Medicine</i> 28(11), (2013), Pages 1504-1508.</p> <p>AUDIO: April Dembosky, <a href="#">“Can Health Care Be Cured of Racial Bias?”</a> <i>All Things Considered</i> (2015) (5 mins)</p> <p>VIDEO: <a href="#">“Weight Bias in Healthcare,”</a> Rudd Center for Food Policy and Obesity, Yale University, (2013). (4 mins)</p>	<b>Discussion #4</b> Posts: Initial Post Mon 6/15; Replies to Peers Wed 6/17; Follow Ups Thursday 6/18
W 6/17 – F 6/19	<p><b>Lesson 9: Personality, Identity, and Status (Gelfand)</b></p> <p>Little, <a href="#">“Who are you, really? The puzzle of personality.”</a> TED (2016). (15 mins)</p> <p>Clack et al, (Myers-Briggs) “Personality differences between doctors and their patients: implications for the teaching of communication skills,” <i>Medical Education</i> (2004), Pages 177-184.</p> <p>Chapman et al, “Personality and Longevity: Knowns, Unknowns, and Implications for Public Health and</p>	<b>Assignment #4</b> due Friday 6/19 at 11:59pm

	<p>Personalized Medicine,” <i>Journal of Aging Research</i> (2011), Pages 1-16.</p> <p>Kaiser, “The meaning of the survivor identity for women with breast cancer,” <i>Social Science and Medicine</i> 67 (2008), Pages 79-86.</p>	
Sa 6/20 – Mon 6/22	<p><b>Lesson 10: Social Psychology (Gelfand)</b> Donovan and Blake, “Patient Non-Compliance: Deviance or Reasoned Decision-Making?” <i>Social Science Medicine</i> 34(5), (1992), Pages 507-512.</p> <p>Stone and Moskowitz, “Non-conscious bias in in medical decision making: what can be done to reduce it?” <i>Medical Education</i> (2011), Pages 1-7.</p> <p>VIDEO: Zimbardo, <a href="#">“The psychology of evil.”</a> TED, (2008). (23 mins)</p>	<b>Discussion #5</b> Posts: Initial Post Mon 6/22; Replies to Peers Wed 6/24; Follow Ups Thurs 6/25, all by 11:59pm
T 6/23 – TR 6/25	<p><b>Lesson 11: Health and Healthcare Disparities (Demshock)</b> Golash-Boza, “Chapter 10: Health Inequalities, Environmental Racism, and Environmental Justice” in <i>Race and Racisms: A Critical Approach</i>, Brief 2<sup>nd</sup> Edition (2019) <i>Oxford University Press</i>, pages 268-284 (284-293 optional).</p> <p>Assari, <a href="#">“If men are favored in our society, why do they die younger than women?”</a> The Conversation (2017).</p> <p>VIDEO: <a href="#">“Unnatural Causes.”</a> Episode 1, <i>Health in America</i>, (2008). (4 mins) + Series film of your choice. Available on Kanopy through Rutgers Libraries website.</p>	<b>Assignment #5</b> due Thursday 6/25, 11:59pm
F 6/26 – M 6/29	<p><b>Lesson 12: Stress/Positive Psychology (Gelfand)</b> Aspinwall and Tedeschi, “The Value of Positive Psychology for Health Psychology: Progress and Pitfalls in Examining the Relation of Positive Phenomena to Health,” <i>Annals of Behavioral Medicine</i> 39, (2010), Pages 4-12.</p> <p>Coyne et al, “Positive Psychology in Cancer Care: A Story Line Resistant to Evidence,” <i>Annals of Behavioral Medicine</i> 39 (2010), Pages 35-41.</p>	<b>Discussion #6</b> Posts: Initial Post Sat 6/27; Replies to Peers Mon 6/29; Follow Ups Tues 6/30

	<p>Say et al, "Patients' preference for involvement in medical decision making: A narrative review," <i>Patient Education and Counseling</i> 60 (2006), Pages 102-113.</p> <p>VIDEO: Schwartz, "<a href="#">The paradox of choice.</a>" TED (2007). (20 mins)</p>	
M 6/29 – W 7/1	<p><b>Lesson 13: Power, Authority, and Institutions (Demshock)</b></p> <p>McKinlay and Marceau, "The End of the Golden Age of Doctoring," <i>International Journal of Health Services</i> (2002), Pages 379-410.</p> <p>Levingston, "<a href="#">How is the doctor-patient relationship changing? It's going electronic.</a>" <i>Washington Post</i>, (2015)</p> <p>Horwitz, Chapter 4: "Pharmaceuticals and the Medicalization of Social Life," <i>The Risks of Prescription Drugs</i>, Ed. Donald Light (2010), Pages 92-112.</p> <p>VIDEO: Media Education Foundation, "<a href="#">Big Bucks, Big Pharma: Marketing Disease and Pushing Drugs.</a>" (2006). (5 mins)</p>	<b>Assignment #6</b> due Wednesday 7/1
TR 7/2	Final Exam	<b>Final exam ONLINE</b> Thursday 7/2 10:30 am-12:20 pm

### 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.