

# Abnormal Psychology

01:830:340:04

Spring 2022 Monday/Wednesday  
3:50-5:10pm

Physics Lecture Hall    Zoom:  
[https://rutgers.zoom.us/j/97683472778?](https://rutgers.zoom.us/j/97683472778?pwd=dW9TcHVBNVZuNWtKRIRrRkNTVVUwUT09)  
pwd=dW9TcHVBNVZuNWtKRIRrRkNTVVU  
wUT09  
Password: 764079



## Instructor:

**Lyra Stein, PhD (She/Her/Hers)**

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

Office Hours on Zoom Mondays 1-2

<https://rutgers.zoom.us/j/98638823259?pwd=bXBVUnh1c0swdzZ5VXhaQkU3UXEvUT09> Passcode: 901935

In person Wednesdays 2-3 in Tillet 221 (starting Feb. 2)

**Graduate TA:** Grace Wetzel (She/Her/Hers)

Email: [grace.wetzel@rutgers.edu](mailto:grace.wetzel@rutgers.edu)

Office Hours: Wednesdays from 10-11am

Zoom:

<https://rutgers.zoom.us/j/94624372251?pwd=YU5OdnYxZU9jEpuRE9uNkpxTDFIOT09> Password: 027356

## LEARNING ASSISTANTS:

Learning assistants will attend the lectures and will hold supplemental sessions. All of the LAs can help with course concepts and your final papers. You will receive 2 EC points per study session you attend (once/week, maximum of 10 sessions for the semester). You must participate in the supplemental session to receive credit. Study groups start during the third week of classes, Tuesday Feb. 1.

Use this link to sign up for a learning session: <https://rlc.rutgers.edu/student-services/study-groups>

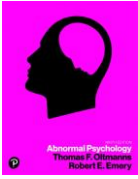
Milindi Shah	<a href="mailto:mds346@scarletmail.rutgers.edu">mds346@scarletmail.rutgers.edu</a>	Monday 12:10-1:30 - College Ave AB1150A
Madison Vigdor	<a href="mailto:mpv59@scarletmail.rutgers.edu">mpv59@scarletmail.rutgers.edu</a>	Tuesday 8:30-9:00am - Online
Annamarie Elgendy	<a href="mailto:ae424@scarletmail.rutgers.edu">ae424@scarletmail.rutgers.edu</a>	Tuesday 3:50-5:20 - Online
Milindi Shah	<a href="mailto:mds346@scarletmail.rutgers.edu">mds346@scarletmail.rutgers.edu</a>	Wednesday 10:20-11:40 - Online
Aldazia Green	<a href="mailto:abg116@scarletmail.rutgers.edu">abg116@scarletmail.rutgers.edu</a>	Wednesday 12:10-1:30 - Online
Lamia Khondaker	<a href="mailto:lkr47@scarletmail.rutgers.edu">lkr47@scarletmail.rutgers.edu</a>	Thursday 2:00-3:20 - Online
Yuthikaa Raj	<a href="mailto:yr220@scarletmail.rutgers.edu">yr220@scarletmail.rutgers.edu</a>	Thursday 5:40-7:00 - Livingston Learning Center
Aldazia Green	<a href="mailto:abg116@scarletmail.rutgers.edu">abg116@scarletmail.rutgers.edu</a>	Friday 10:20-11:40 - Online

## 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 illness.
- 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**):

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

Here's how:

Go to: <https://console.pearson.com/enrollment/duvsm>

2. Sign in to your Pearson Account or create one.
3. Redeem your access code or purchase instant access online.

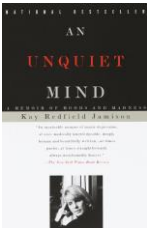
You can also access videos, extra quiz questions and activities with a purchase of the eText

- 2) iclicker ISBN-13: 978-1498603058 (for the face to face class)  
We Will use TopHat if classes are remote for more than 3 weeks.

- 3) Case studies provided on Canvas in the chapter modules

## Recommended:

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



## LECTURES:

The class will meet in the Physics Lecture Hall starting Jan. 31. The class will take place over Zoom for the first 2 weeks during the scheduled class times. You can enter the Zoom meeting with the following link:  
<https://rutgers.zoom.us/j/97683472778?pwd=dW9TcHVBNVZuNWtkRlRrRkNTVVUwUT09>

**Password: 764079**

You must have a Rutgers Zoom account to join.

When you are logged into the Zoom site, please turn off your video and mute your audio. I will provide opportunities for you to ask questions and participate in the discussions if you wish. If you have questions or comments during the lectures, I will be monitoring the chat feed.

## 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 discussion groups. I hope these experiences will allow you to apply the material we cover to your own lives.

## CLASS PARTICIPATION

The clicker system will allow for interactive class participation. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered, and another point for each question answered correctly. The clicker total will be out of 50 points (I will present about 100-130 points worth of questions, therefore I am accounting for missed days). I will give you an extra credit point for every 10 points earned above 50 points. You can use the physical iclicker remote or the Reef app. **If we are remote for more than 3 weeks, we will use TopHat**



**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 Canvas within a week of each class period. Please do not contact me with clicker concerns more than a week old.**

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## RESPECT FOR DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

I acknowledge that we all come from different backgrounds and that we all can learn to be more understanding and well-versed on issues that do not directly affect us through providing a welcoming environment for all to discuss their experiences. With that being said, I intend for all class materials and activities to be respectful to all in the class.

## CLASS ETIQUETTE:

In abnormal psychology, we will be discussing sensitive topics and persons with mental disabilities have often experienced discrimination. Please keep in mind that while we can (and should) critique and comment on scientific findings, methods, theories, etc., we will not critique and/or question our classmates' experiences or identities. Offensive and disruptive behavior will not be tolerated.

## ATTENDANCE POLICY:

You only need to earn 50 Clicker points by the end of the semester. You do not need to inform me when you do not attend class. If you have extenuating circumstances, please have an undergraduate Dean send me an email. Please do not leave lecture early: Besides distracting your fellow students, when I hear people leaving or packing their bags, I become very distracted. I end up losing 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 close to the door so you won't distract everyone)

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

## ASSESSMENTS



There will be 15 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 5 lowest quiz scores, therefore your grade will be out of 10 quizzes.**

There will be three midterm exams (the best two of these will be added to your grade) and one cumulative final exam. I will drop the lowest of the three midterms (the final is mandatory). Test dates noted on the syllabus may be changed if needed; changes will be announced in class and on Canvas). You will need a #2 pencil for the in-class exams

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

### ACCOMMODATIONS

Appropriate accommodations will be made for students with disabilities.

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

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## FINAL PAPER

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

**The required assignment should be uploaded to assignments tab by April 18!. Be sure to submit before 11:50 pm as the assignments tab will close. The paper should be at least 3 double spaced 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 you 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 **all** of the diagnostic criteria needed for a diagnosis. **(20 points)**
- 2) Include various forms of developmental issues, social-environmental stressors/problems and functional impairments in the individual's life that could impact the mental illness. **(10 points)**
- 3) Based on the diagnostic assessment and case formulation, you will recommend suitable treatment options in detail including the type of psychotherapy (and medication if needed) and the reasoning for the therapeutic techniques. In addition, assess the character's prognosis. **(15 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>

### Honor pledge:

**You are not allowed to screenshot questions, copy questions, or distribute the questions to any individual or onto any website. Anyone who does this will fail the exam and possibly the course. You also may not communicate with others during the exam, which is grounds for failure according to the Rutgers office of academic integrity and student conduct. By clicking "Begin Assessment," on the exams, you agree to these conditions.**

<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 50, 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)

- 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 and you should 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 4/25 by 11:50pm**

### Option 2: Mental Health and Stigma (5 points)

In a three 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.

In addition, racial/ethnic, gender, and sexual minorities often suffer from poor mental health outcomes due to multiple factors including inaccessibility of high quality mental health care services, cultural stigma surrounding mental health care, discrimination, and overall lack of awareness about mental health. Include a discussion of how can we ensure that minorities obtain proper mental health care.

You should include outside references along with a reference page which documents the sources.

**Due 4/25 by 11:50pm**

### Option 3: : Engage in a class discussion (5 points) I have topics listed on the Canvas calendar where you can sign up.

- 1) Read the issue and decide if you would like to participate in the “yes” or “no” arguments. The 3:50 time slot is for the “yes” side and the 4:00 time slot is for the “no” side.
- 2) Sign up for a time slot under the debate Sign up for a time slot under the debate in which you wish to engage.
- 3) Read the essays posted to Canvas under “discussion topics” and prepare for a short presentation over Zoom (1 min.). You should prepare to speak for about a minute during opening arguments.
- 4) You do not need to submit your arguments in writing, but they should be well-thought out and logical.
- 5) **You can only participate in one debate**

**I will give 5 EC points for insightful participation in the debate without an official sign-up.**

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### Extra Credit Movies

**You may only earn credit for 1 movie**

During the semester I will be offering extra credit movies over Zoom (5 points). We will watch a movie together on Zoom and discuss the movie in the chat. To receive credit, you should post at least twice about **relevant information during the movie relating to class theories**. **Make sure that the comment coincides with the scene in the film and that the comment is short enough that we can read and respond**. **In addition, you should be present on Zoom for the entire movie**. A Google Doc will be available for you to sign out at the end of the movie. If you post inappropriate material, you will not receive credit.

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Inevitably every semester there are students who are unhappy with their grades and are not 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.

If you have a private concern, please email me or the graduate 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 PERFORM WELL IN THIS CLASS:

- Attend class and engage in class discussions.
- 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 your LA.
- 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 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.

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at [success.rutgers.edu](https://success.rutgers.edu), and nearly all services and resources that are typically provided in-person are now available remotely.

**Please DO NOT email me concerning a change of grade for any reason other than a miscalculation. I will not respond to any pleas for grade changes after the final points are calculated.**

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## EVALUATION

Evaluations are based on:

Quizzes	200 points (10 x 20) (five 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	50 points
Clicker points	<u>50 points</u>
Total Points possible	650

A: 585-650 points, B+: 553-584 points, B: 520-552 points, C+: 488-519 points, C: 455-487 points, D: 390-454 points, F: 0-389 points



## LECTURE TOPICS AND READINGS:

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

Date	Topic	Reading	Quizzes Due (3:50pm)
W 1/19 <b>No synchronous lecture-intro video will be posted to Canvas.</b>	Examples and Definitions of Abnormal Behavior	Ch. 1	
M 1/24 <b>Synchronous Lecture-ZOOM</b>	Causes of Abnormal Behavior	Ch. 2	
W 1/26 <b>synchronous lecture-ZOOM</b>	Causes of Abnormal Behavior/ Treatment of Psychological Disorders	Chs. 2/3	
M 1/31	Treatment of Psychological Disorders	Chs. 3/4	
W 2/2	Classification and Assessment of Abnormal Behavior	Ch. 4	Chapter 1 quiz due
M 2/7	Mood Disorders and Suicide	Ch. 5	Chapter 2 quiz due
W 2/9	Mood Disorders and Suicide	Ch. 5 –An Unquiet Mind	Chapter 3 quiz due
<b>M 2/14</b>	<b>Exam 1 (chapters 1-5) (on Canvas)</b>		Chapters 4 and 5 quizzes due
W 2/16	Anxiety Disorders	Ch. 6	
M 2/21	Anxiety Disorders	Ch. 6	
W 2/23	Acute and Posttraumatic Stress Disorders, Dissociative Disorders and Somatic Symptom Disorders	Ch. 7	Chapter 6 quiz due
M 2/28	Acute and Posttraumatic Stress Disorders, Dissociative Disorders and Somatic Symptom Disorders	Ch. 7	
W 3/2	Stress and Physical Health	Ch. 8	Chapter 7 quiz due
M 3/7	Stress and Physical Health/Personality Disorders	Chs. 8/9	
W 3/9	Personality Disorders	Ch. 9	Chapter 8 quiz due
<b>M 3/14</b>	<b>NO CLASS-SPRING BREAK</b>		
<b>W 3/16</b>	<b>NO CLASS-SPRING BREAK</b>		

M 3/21	<b>Exam 2 (Chapters 6-9) (in-person)</b>		Chapter 9 quiz due
W 3/23	Eating Disorders	Ch. 10	
M 3/28	Eating Disorders /Substance Use Disorders	Chs. 10/ 11	
W 3/30	Substance Use Disorders	Ch. 11	Chapter 10 quiz due
M 4/4	Substance Use Disorders /Sexual Dysfunctions and Paraphillic Disorders	Chs. 11/12	
W 4/6	Sexual Dysfunctions and Paraphillic Disorders	Ch. 12	Chapter 11 quiz due
M 4/11	Gender Dysphoria	Ch. 12	
<b>W 4/13</b>	<b>Exam 3 (Chapters 10-12) (in-person)</b>		Chapter 12 quiz due
M 4/18	Schizophrenic Disorders	Ch. 13	<b>Paper due by 11:50pm</b>
W 4/20	Schizophrenic Disorders /Intellectual and Autism Disorders	Chs. 13/ 15  Temple Grandin chapter on relationships	
M 4/25	Intellectual and Autism Disorders/ Psychological Disorders of Childhood	Chs. 15/ 16	Chapter 13 quiz due  <b>All extra credit due by 11:50pm</b>
W 4/27	Psychological Disorders of Childhood/ Positive Emotions	Ch. 16	Chapter 15 quiz due
M 5/2	Positive Emotions		
<b>TBD</b>	<b>Final-cumulative emphasis on last chapters</b>		Chapter 16 quiz due

## Student-Wellness Services:

### Just In Case Web App

<http://www.iustincaseforcolleges.com/fag/>

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).