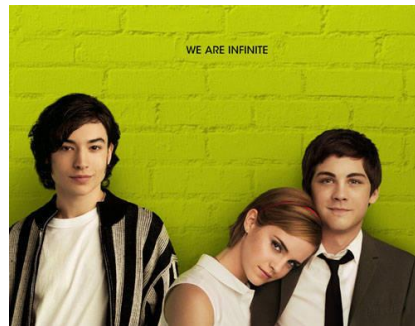


# Psychological Themes and Theories in Modern Film

01:830:220:01 Spring 2022 Tuesday/Thursday  
3:50-5:10pm

Scott Hall 135 Zoom:  
<https://rutgers.zoom.us/j/92119820391?pwd=UDI4RnlBbURjak9VVmtPQmNISHhldz09>  
Password: 461518



## Instructor and TAs

### Instructor:

Lyra Stein, PhD (She/Her/Hers)

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

Office Hours on Zoom Mondays 1-2

Zoom Link:

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

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

**Graduate TA:** Elisabeth Black (She/Her/Hers)

Email: [meb349@psych.rutgers.edu](mailto:meb349@psych.rutgers.edu)

Office Hours: By appt.

## UNDERGRADUATE ASSISTANTS:

Feel free to contact your TA for tutoring or help with your film analyses. Your TA is assigned by last name.

Merna Abdel-Gleil [ma1467@scarletmail.rutgers.edu](mailto:ma1467@scarletmail.rutgers.edu) (A-C)

Kristin Forsstrom [kdf37@scarletmail.rutgers.edu](mailto:kdf37@scarletmail.rutgers.edu) (D-G)

Jennifer Lim [jjl329@scarletmail.rutgers.edu](mailto:jjl329@scarletmail.rutgers.edu) (H-L)

Ayushi Patel [ajp377@scarletmail.rutgers.edu](mailto:ajp377@scarletmail.rutgers.edu) (M-P)

Aya Totanji [at1002@scarletmail.rutgers.edu](mailto:at1002@scarletmail.rutgers.edu) (Q-S)

Taylor Young [tpy5@scarletmail.rutgers.edu](mailto:tpy5@scarletmail.rutgers.edu) (T-Z)

## Course Description and Objectives

Advanced analysis and critical investigation of psychological themes in modern cinema including depiction of lifespan development, personality, memory, learning processes, personality disorders, trauma, and clinical practice. **NOTE: Some of the movies you will be required to view may contain instances of violence, sexual content, trauma and/or foul language as would be consistent with an R rating.**

- You will enjoy great films
- You will develop an understanding of basic psychological principles across the major fields of psychology
- You will be able to define and apply key psychological concepts, terms, and theories.
- You will develop critical thinking and analysis skills by evaluating accuracies of portrayals of psychological concepts in film.
- You will develop an awareness of the impact of popular film on society

---

## Instructional Resources

1) There is no required textbook. You will watch movies and read assigned material. PowerPoint slides and reading are available on Canvas.

The movies can be accessed by clicking on the **"reading list"** tab on the Canvas course site..

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.

### Optional

3) A general psychology text for review of concepts

---

## TEACHING PHILOSOPHY:



My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas.. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage active participation on your part during the course. Please don't hesitate to respond, question, and challenge. To facilitate this process, I will allot time for discussion. I hope these experiences will allow you to apply the material we cover to your own lives.

## LECTURES:

The class will meet in Scott Hall 135 starting Feb. 2. 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/92119820391?pwd=UDI4RnlBbURjak9VVmtPQmNISHhldz09>

**Password: 461518.** 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.

## 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.**

---

## 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:

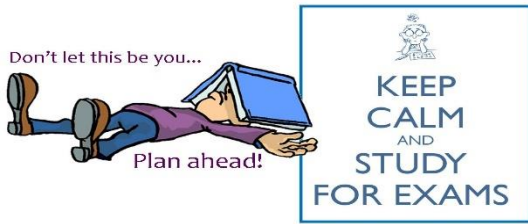
We will be discussing many sensitive issues this semester. Please keep in mind that while we can (and should) critique and comment on scientific findings, methods, theories, etc., we will not critique and/or question our classmates' experiences or identities. Offensive and disruptive behavior will not 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 7 quizzes which will consist of 20 questions each. 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 lowest quiz score, therefore your grade will be out of 6 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>

---

## Film Analyses

**It is your responsibility to ensure that the correct version of the correct assignment is uploaded. Make sure to check to ensure 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**

You will be required to complete two film analyses (40 points each)-one by March 10 and one after March 10.

Only submit in Word or pdf formats

The film analyses will involve viewing and critically analyzing a movie that we will discuss in class. Choose only **one or two phenomenon** from a topic we discussed in class. The paper should be 2-3 double spaced pages in 12 pt font. Make sure to analyze the psychological phenomenon completely rather than adding more to your analysis. The research in the assigned reading for the movie should be included in your analysis. The readings can be found in the corresponding module on Canvas.

**Please label the following sections:**

- 1) Describe the psychological principle(s) illustrated in the film using the reading and PowerPoint (only 1-2 concepts). Be sure to include citations for the definitions of the concepts (even if taken from the PowerPoint). **For the second analysis the concept will be a psychological disorder, be sure to include the symptoms. 10pts**
- 2) Describe the relevant **scenes** which illustrate the psychological principle(s). If this is a psychological disorder, this should be an illustration of **many** symptoms. **10pts**
- 3) Analyze your concept(s) in part 1 using the assigned article. You should include information from the article (with citations) which relate to your concept(s). **Describe the relevant movie scenes with respect to the research presented in the article 10 pts.**
- 4) Critically analyze the accuracies and inaccuracies of the movie's portrayal related to the concepts based on the readings/PowerPoint. If the movie does not have an innacuraies, elaborate on why the film was accurate in terms of the psychological concept. **7pts**
- 5) In-text citations and a reference page **3 pts**

**Be sure to include references to the assigned reading and PowerPoint. You should include in-text citations and a reference page.**

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 your undergraduate TA 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.

**READINGS FOR FILM ANALYSES AND DUE DATES (you only have to read the assigned articles for your two analyses). You should hand in one analysis highlighted in red, on either 2/15 or 3/10, depending on the movie and one analysis highlighted in blue, on either 4/12 or 5/2, depending on the movie.**

**Lady Bird- Due 2/15**

Pittman, J. F., Keiley, M. K., Kerpelman, J. L., & Vaughn, B. E. (2011). Attachment, identity, and intimacy: Parallels between Bowlby's and Erikson's paradigms. *Journal of Family Theory & Review*, 3(1), 32-46.

**Good Will Hunting Due 2/15**

Ainsworth, M. S. (1979). Infant-mother attachment. *American psychologist*, 34(10), 932.

**Moonlight Due 2/15**

Velez, G., & Spencer, M. B. (2018). Phenomenology and intersectionality: Using PVEST as a frame for adolescent identity formation amid intersecting ecological systems of inequality. *New directions for child and adolescent development*, (161), 75-90.

**The Shawshank Redemption Due 2/15**

Baum, W. M. (2006). *What is Behaviorism? Understanding behaviorism: Behavior, culture, and evolution*. John Wiley & Sons.

**Inside Out Due 2/15**

Keltner, D., & Ekman, P. (2015). The Science of 'Inside Out'. *New York Times*, 3.

**Memento Due 2/15**

Seamon, J. (2015). *Memory and Movies: What Films Can Teach Us about Memory*. MIT Press.

**The Dark Knight Due 3/10**

Chang, H. M., Ivonin, L., Díaz, M., Català, A., Chen, W., & Rauterberg, M. (2013). From mythology to psychology: Identifying archetypal symbols in movies. *Technoetic arts*, 11(2), 99-113.

**Mean Girls Due 3/10**

Pollastri, A. R., Cardemil, E. V., & O'Donnell, E. H. (2010). Self-esteem in pure bullies and bully/victims: A longitudinal analysis. *Journal of Interpersonal Violence*, 25(8), 1489-1502.

**12 Angry Men Due 3/10**

Sunstein, C. R. (2007). Group polarization and 12 angry men. *Negotiation Journal*, 23(4), 443-447.

**Black Panther Due 3/10**

Gaertner, S. L., & Dovidio, J. F. (2005). Understanding and addressing contemporary racism: From aversive racism to the common ingroup identity model. *Journal of Social issues*, 61(3), 615-639.

**One Flew Over the Cuckoo's Nest Due 3/10**

Rosenhan, D. L. (1974). On being sane in insane places. *Clinical Social Work Journal*, 2(4), 237-256.

**Ordinary People Due 4/12**

Miller, F. C. (1999). Using the movie Ordinary People to teach psychodynamic psychotherapy with adolescents. *Academic psychiatry*, 23(3), 174-179.

**Silver Linings Playbook Due 4/12**

Proudfoot, J. G., Parker, G. B., Benoit, M., Manicavasagar, V., Smith, M., & Gayed, A. (2009). What happens after diagnosis? Understanding the experiences of patients with newly-diagnosed bipolar disorder. *Health Expectations*, 12(2), 120-129.

**Basketball Diaries Due 4/12**

Berridge, K. C. (2017). Is Addiction a Brain Disease?. *Neuroethics*, 1-5.

**Girl Interrupted Due 4/12**

O'Connell, B., & Dowling, M. (2014). Dialectical behaviour therapy (DBT) in the treatment of borderline personality disorder. *Journal of Psychiatric and Mental Health Nursing*, 21(6), 518-525.

**Whiplash Due 4/12**

Flett, G. L., Hewitt, P. L., & Sherry, S. S. (2016). Deep, dark, and dysfunctional: The destructiveness of interpersonal perfectionism. In V. Zeigler-Hill & D. K. Marcus (Eds.), *The dark side of personality: Science and practice in social, personality, and clinical psychology* (p. 211-229). American Psychological Association.

**Joker Due 4/12**

Rosell, D. R., Futterman, S. E., McMaster, A., & Siever, L. J. (2014). Schizotypal personality disorder: a current review. *Current Psychiatry Reports*, 16(7), 452.

**The Soloist Due 5/2**

Latha, K. S. (2010). The noncompliant patient in psychiatry: the case for and against covert/surreptitious medication. *Mens sana monographs*, 8(1), 96.

**Antwone Fisher Due 5/2**

Putnam, F. W. (2006). The impact of trauma on child development. *Juvenile and Family Court Journal*, 57(1), 1-11.

**The Perks of Being a Wallflower Due 5/2**

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2016). Treating trauma and traumatic grief in children and adolescents. Guilford Publications.

**Shutter Island Due 5/2**

Freeman, D., & Garety, P. (2014). Advances in understanding and treating persecutory delusions: a review. *Soc Psychiatry Psychiatr Epidemiol*, 49, 1179-1189.

**Frankie and Alice Due 5/2**

Gillig, P. M. (2009). Dissociative identity disorder: A controversial diagnosis. *Psychiatry*, 6(3), 24.

**Split Due 5/2**

Gillig, P. M. (2009). Dissociative identity disorder: A controversial diagnosis. *Psychiatry*, 6(3), 24.

---

## ADDITIONAL CREDIT

For every 10 clicker points above 50, you will be given an extra credit point

You may only complete 2 extra credit assignments listed below (not including the movie)



**Option 1: (5 points) Hand in the regular film analyses for a movie of your choice (not a movie that we covered this semester).** The movie should address one of the topics discussed in class.

Hand in the analysis using the same format as the film analyses and the article assigned for the topic in class.

**Due 4/21**

**Option 2: Create your own video of a psychological concept (5 points) Due 4/21**

Create and record your own scene which depicts a psychological concept we discussed in class. Include a description of the concept and a discussion of how it is illustrated. Make sure the video is at least 2 minutes long.

**Option 3: Intersectionality (5 points) Due 2/8**

We will be discussing the intersection of different identities in the formation of self-concept. In a 3-page, double spaced paper, consider your identities critically and how your identities are more or less keenly felt in different social contexts. Which identities do you think about most often and why? Which identities have the strongest effect on your self-concept? Which identities have the greatest effect on how others perceive you. Be sure to include citations and references for course information specifically relating to intersectionality and identity. Include information from the lecture material or outside sources.

---

### 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.

---

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 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.

---

### HOW TO PERFORM WELL IN THIS CLASS:

- Attend class and answer the TopHat questions.
- Complete every quiz on time.
- Access the materials on Canvas
- At least a week before the exam, begin studying your notes from class. Get more information about concepts you do not understand by contacting me or working with your undergraduate TA.
- Use the study guides to explain the course concepts in your own words, draw models of the concepts;
- 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 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).**

---

### EVALUATION

Quizzes	120 points (6 x 20) (one quiz grade will be dropped)
Two hourly exams (50 questions)	200 points (2 x 100)
Final examination worth (75 questions)	150 points
Film Analyses	80 points (2 X 40)
Clicker points	<u>50 points</u>
Total Points possible	600

A: 540-600 points, B+: 510-539 points, B: 480-509 points, C+ 450-479 points, C: 420-449 points, D: 360-419 points, F: 0-359 points



## LECTURE TOPICS

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

Date	Topic	Film(s)	Quizzes Due (3:50pm)
<b>T 1/18 No synchronous lecture-the introduction video will be posted to Canvas</b>	Class Introduction		
<b>Th 1/20</b>	<b>NO CLASS</b>		
<b>T 1/25 Th 1/27 Synchronous Lectures over Zoom</b>	Development	Lady Bird Good Will Hunting	
T 2/1	Development	Moonlight	
Th 2/3	Learning and Motivation	The Shawshank Redemption	
T 2/8	Emotion	Inside Out	<b>Intersectionality extra credit due</b>
Th 2/10	Memory	Memento	<b>Quiz 1 due</b>
<b>T 2/15</b>	<b>Exam 1 (on Canvas)</b>		<b>Due date for the first analysis if based on one of the films covered between - 1/18-2/8</b>  <b>Quiz 2 due</b>
Th 2/17	Personality	The Dark Knight	
T 2/22 Th 2/24 T 3/1	Social Psychology	Mean Girls  12 Angry Men  Black Panther	
Th 3/3 T 3/8	Mental Health and Therapy	One Flew Over the Cuckoo's Nest*	<b>Quiz 3 Due 3/3</b>
<b>Th 3/10</b>	<b>Exam 2 (in person)</b>		<b>Due date for the first analysis if based on one of the films covered between 2/15-3/8</b>

			Quiz 4 Due
<b>T 3/15</b> <b>Th 3/17</b>	<b>SPRING BREAK-NO CLASS</b>		
T 3/22 Th 3/24	Mood Disorders	Ordinary People, Silver Linings Playbook	
T 3/29	Substance Use	Basketball Diaries	
Th 3/31 T 4/5 Th 4/7	Personality Disorders	Girl Interrupted Whiplash Joker	<b>Quiz 5 Due 3/31</b>
<b>T 4/12</b>	<b>Exam 3 (in person)</b>		<b>Due date for the second analysis if based on one of the films covered between 3/22-4/7</b>  <b>Quiz 6 Due</b>
Th 4/14	Schizophrenia	The Soloist	
T 4/19 Th 4/21	Trauma/Dissociation	Antwone Fisher*, The Perks of Being a Wallflower	<b>Extra Credit (options 1 and/or 2) due on 4/21</b>
T 4/26 Th 4/28	Dissociation	Shutter Island Frankie and Alice Split	
M 5/2			<b>Due date for the second analysis if based on one of the films covered between 4/14-4/28</b>
<b>TBD</b>	<b>Final-cumulative emphasis on last part of course (in person)</b>		<b>Quiz 7 Due</b>

## Student-Wellness Services:

### 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).