

# **INEQUALITY, HEALTH, AND POPULATION**

920:492:01  
Spring 2023

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Office Hours: Wednesday, 3:00-4:00pm via Zoom – please sign up on Canvas

Course Website: <https://rutgers.instructure.com/courses/221150>

## **COURSE DESCRIPTION**

The objective of this survey course is to investigate how population-level sociodemographic trends and inequality processes shape health status in the United States. We will employ a wide range of theoretical and empirical approaches to understand how interlocking systems of inequality the multifaceted approach become embodied (i.e., get “under the skin”) and produce health inequities among historically marginalized populations. This is a seminar course that relies on active participation every week.

## **REQUIRED TEXT**

There is no assigned book for this course. All readings will be posted on Canvas.

## **DIVERSITY STATEMENT**

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

## **GRADING POLICY**

Incompletes are strongly discouraged and granted only for extenuating circumstances. Please plan to finish all coursework by the end of the semester.

## WEEKLY SCHEDULE AT-A-GLANCE

Week #	Lecture Topics
1	Introduction to Social Inequality and Population Health
2	Deaths of Despair
3	Socioeconomic Inequality
4	Social Stress and Stress Embodiment
5	Migration and Health
6	NO CLASS – Eastern Sociological Society conference <i>*make Zoom appointment with me on Wed 2/22 to discuss paper topic*</i>
7	Gender Inequality and Health
8	Racism and Health Inequality
	Spring Break
9	Structural Racism, Intersectionality, and Health Inequality
10	Health Care Inequalities
11	Sexuality and Health Inequality
12	TBA
13	Aging, The Life Course, and Inequality
14	Final Presentations

## COURSE GRADING AND EVALUATION CRITERIA

### I. PARTICIPATION (10%)

This is a graduate seminar course and as such, relies on active participation from each student every week. In order to achieve a lively and productive class discussion, all readings must be completed before the class in which they are to be discussed. It is expected that you will be prepared to engage deeply with all readings to date each week. Given the circumstances of the ongoing COVID-19 pandemic, attendance is not counted in the final grade. However, multiple absences will negatively affect your participation grade.

### II. WEEKLY DISCUSSION LEADERSHIP (20% total; twice)

Beginning in Week 2, at least one student will deliver a brief oral presentation (~20 minutes, visual aids suggested) covering that week's assigned readings. This presentation should not entail a summary of each reading but rather a "bird's eye" overview of the theoretical and methodological strengths/weaknesses of the readings, in addition to common/distinct themes across the readings. After the presentation, the discussion leader(s) will lead the class in an in-depth discussion of the readings, incorporating the students' discussion questions (submitted the day before, by 5pm) as a guide. Depending on the size of the class, each student is required to serve as a weekly discussion leader at least twice during the semester.

### III. WEEKLY DISCUSSION QUESTIONS (15%)

Each week, students must prepare 2-4 discussion questions, accompanied by a one-paragraph elaboration by 5:00pm on the Wednesday before class meets. These questions must be submitted to both the instructor (via Canvas) and to the week's discussion leader(s) (via email).

### IV. RESPONSE/SYNTHESIS MEMOS (15% total; 3 memos)

These assignments (1-2 pages each, single-spaced) require a synthesis of the week's readings, identifying main arguments, common themes, and points of departure across the materials. Because this is a graduate seminar, this assignment is not meant to be a summary of the readings. You are expected to interpret, critique, and extend the readings, similar to writing a literature review for a peer-reviewed journal article or book chapter. Memos are due to the instructor via Canvas by 5:00pm on the Wednesday before class in which the topic is covered.

### V. FINAL PAPER (30%) AND ORAL PRESENTATION (10%)

This piece of writing can assume three different forms: 1) a comprehensive and critical literature review, incorporating both the required readings and relevant outside readings; 2) an empirical research paper based on your analysis of primary or secondary data (qualitative or quantitative); or 3) an in-depth research proposal for a future project you plan to undertake. Regardless of your approach, the final paper must focus on a course-related topic. The paper must be at least 25 pages long (double-spaced), excluding tables and figures.

In Week 6, please be prepared to send me a one-paragraph proposal of your final paper idea and set up a time to meet with me to discuss it. It is my hope that you can use this work as leverage for your future graduate school benchmarks (i.e., as basis for a future qualifying paper or larger dissertation project). This product should not duplicate any work you have already written. Please come see me to discuss any potential overlaps with work you have already produced or are in the process of producing.

## COURSE SCHEDULE AND ASSIGNED READINGS

### Week #1: January 19

#### Introduction to Social Inequality and Population Health

1. DiPrete, Thomas A. and Brittany N. Fox-Williams. 2021. "The Relevance of Inequality Research in Sociology for Inequality Reduction." *Socius* 7:1-30.
2. Gutin, Iliya and Robert A. Hummer. 2021. "Social Inequality and the Future of U.S. Life Expectancy." *Annual Review of Sociology* 47:501-20.
3. Braveman, Paula, Susan Egerter, and David R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-98.
4. (recommended) Moen, Phyllis. 2022. "The Uneven Stress of Social Change: Disruptions, Disparities, and Mental Health." *Society and Mental Health* 12(2):85-98.

### Week #2: January 26

#### Deaths of Despair

1. Case, Anne and Angus Deaton. 2017. "Mortality and Morbidity in the 21<sup>st</sup> Century." *Brookings Papers on Economic Activity* 2017:397-476.
2. Deweerdt, Sarah. 2019. "The Natural History of an Epidemic." *Nature* 573: S10-2.
3. Blacksher, Erika. 2018. "Shrinking Poor White Life Spans: Class, Race, and Health Justice." *The American Journal of Bioethics* 18(10):3-14.
4. Blacksher, Erika. 2018. "Response to Commentaries on 'Shrinking Poor White Life Spans.'" *The American Journal of Bioethics* 18(11):W1-4.
5. Brown, Lauren and Reginald Tucker-Seeley. 2018. "Commentary: Will 'Deaths of Despair' Among Whites Change How We Talk About Racial/Ethnic Health Disparities?" *Ethnicity & Disease* 28(2):123-8.
6. Dobson, Emily, Carol Graham, and Ethan Dodd. 2021. "When Public Health Crises Become Entwined: How Trends in COVID-19, Deaths of Despair, and Well-Being Track Across the United States." *Annals of the American Academy of Political and Social Science* 698(1):88-110.

### Week #3: February 2

#### Socioeconomic Inequality

1. Phelan, Jo C., Bruce G. Link, and Parisa Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and Social Behavior* 51(Suppl):S28-40.
2. Clouston, Sean A.P. and Bruce G. Link. 2021. "A Retrospective on Fundamental Cause Theory: State of the Literature and Goals for the Future." *Annual Review of Sociology* 47:131-56.
3. Bosworth, Barry. 2018. "Increasing Disparities in Mortality by Socioeconomic Status." *Annual Review of Public Health* 39:237-51.
4. Rank, Mark R. 2020. "Rethinking American Poverty." *Contexts* 10(2):16-21.
5. Sharkey, Patrick. 2019. "Still Stuck in Place." *Pathways* 14-21.
6. Beech, Bettina M., Chandra Ford, Roland J. Thorpe, Marino A. Bruce, and Keith C. Norris. 2021. "Poverty, Racism, and the Public Health Crisis in America." *Frontiers in Public Health* 9:699049.

7. Kraus, Michael W. et al. 2019. "The Misperception of Racial Economic Inequality." *Perspectives on Psychological Science* 14(6):899-921.
8. Colen, Cynthia G., David M. Ramey, Elizabeth C. Cooksey, and David R. Williams. 2018. "Racial Disparities in Health Among Nonpoor African Americans and Hispanics: The Role of Acute and Chronic Discrimination." *Social Science & Medicine* 199:167-180.
9. (recommended) Link, Bruce G. and Jo C. Phelan. 2005. "Fundamental Sources of Health Inequalities." Pp. 71-84 in *Policy Challenges in Modern Health Care*. New Brunswick, NJ: Rutgers University Press.

#### **Week #4: February 9**

##### **Social Stress and Stress Embodiment**

1. Bailey, Zinzi D. and David R. Williams. 2014. "Stress, Health, and Disparities." Pp. 765-79 in *Neurobiology of Brain Disorders*. Cambridge, MA: Academic Press.
2. Krieger, Nancy. 2005. "Embodiment: A Conceptual Glossary for Epidemiology." *Journal of Epidemiology and Community Health* 59:350-5.
3. Krieger, Nancy. 2021. "Embodying (In)Justice and Embodied Truths: Using Ecosocial Theory to Analyze Population Health Data." Pp. 55-128 in *Ecosocial Theory, Embodied Truths, and the People's Health*. Oxford, United Kingdom: Oxford University Press.
4. Krieger, Nancy. 2020. "Measures of Racism, Sexism, Heterosexism, and Gender Binarism for Health Equity Research: From Structural Injustice to Embodied Harm-An Ecosocial Analysis." *Annual Review of Public Health* 41:37-62.
5. (recommended) Gravlee, Clarence. 2009. "How Race Becomes Biology: Embodiment of Social Inequality." *American Journal of Physical Anthropology* 139:47-57.

#### **Week #5: February 16**

##### **Migration and Health**

1. Bolter, Jessica. 2022. "Immigration Has Been a Defining, Often Contentious, Element Throughout U.S. History." *Migration Policy Institute* 1-15.
2. Rothe, Eugenio M. and Arturo Sanchez-Lacay. 2022. "Immigration and Race: A Challenge of Many Shades." *Child and Adolescent Psychiatric Clinics of North America* 31(2):327-42.
3. Bacong, Adrian Matias and Cecilia Menjivar. 2021. "Recasting the Immigrant Health Paradox Through Intersections of Legal Status and Race." *Journal of Immigrant and Minority Health* 23:1092-1104.
4. Zou, Linda X. and Sapna Cheryan. 2017. "Two Axes of Subordination: A New Model of Racial Position." *Journal of Personality and Social Psychology* 112(5):696-717.
5. Bustamante, Arturo Vargas, Jie Chen, Lucia Felix Beltran, and Alexander N. Ortega. 2021. "Health Policy Challenges Posed By Shifting Demographics and Health Trends Among Immigrants to the United States." *Health Affairs* 40(7):1028-37.
6. Samari, Goleen, Amanda Nagle, and Kate Coleman-Minahan. 2021. "Measuring Structural Xenophobia: U.S. State Immigration Policy Climates Over 10 Years." *Social Science & Medicine-Population Health* 16:1-11.
7. (recommended) American Immigration Council. 2021. "How the United States Immigration System Works."

## **Week #6: February 23**

No Class – Eastern Sociological Society Meeting (Baltimore, MD)

*\*Make Zoom appointment with me on Wednesday, Feb 22 to discuss your final paper topic.*

## **Week #7: March 2**

### **Gender Inequality and Health**

1. Hammarstrom, Anne et al. 2014. "Central Gender Theoretical Concepts in Health Research: The State of the Art." *Journal of Epidemiology and Community Health* 68(2):185-90.
2. Homan, Patricia. 2019. "Structural Sexism and Health in the United States: A New Perspective on Health Inequality and the Gender System." *American Sociological Review* 84(3):486-516.
3. Crimmins, Eileen M., Hyunju Shim, Yuan S. Zhang, and Jung Ki Kim. 2019. "Differences Between Men and Women in Mortality and the Health Dimensions of the Morbidity Process." *Clinical Chemistry* 65(1): 135-45.
4. Hart, Chloe Grace, Aliya Saperstein, Devon Magliozzi, and Laurel Westbrook. 2019. "Gender and Health: Beyond Binary Categorical Measurement." *Journal of Health and Social Behavior* 60(1):101-18.
5. Springer, Kristen W., Chioun Lee, and Deborah Carr. 2019. "Spousal Breadwinning Across 30 Years of Marriage and Husbands' Health: A Gendered Life Course Stress Approach." *Journal of Aging and Health* 31(1):37-66.
6. (skim) Hsieh, Ning and Stef M. Shuster. 2021. "Health and Health Care of Sexual and Gender Minorities." *Journal of Health and Social Behavior* 62(3):318-33.
7. (recommended) Short, Susan E. and Meghan Zacher. 2022. "Women's Health: Population Patterns and Social Determinants." *Annual Review of Sociology* 48:277-98.

## **Week #8: March 9**

### **Racism and Health Inequality**

1. Chowkwanyun, Merlin. 2022. "What is a 'Racial Health Disparity'? Five Analytic Traditions." *Journal of Health Politics, Policy, and Law* 47(2):131-58.
2. Phelan, Jo C. and Bruce G. Link. 2015. "Is Racism a Fundamental Cause of Inequalities in Health?" *Annual Review of Sociology* 41:311-30.
3. Cogburn, Courtney D. 2019. "Culture, Race, and Health: Implications for Racial Inequalities and Population Health." *The Milbank Quarterly* 97(3):736-61.
4. Subica, Andrew M. and Bruce G. Link. 2022. "Cultural Trauma as a Fundamental Cause of Health Disparities." *Social Science & Medicine* 292:1-8.
5. Roberts, Steven O. and Michael T. Rizzo. 2020. "The Psychology of American Racism." *American Psychologist* 1-13.
6. Malat, Jennifer, Sarah Mayorga-Gallo, and David R. Williams. 2018. "The Effects of Whiteness on the Health of the Whites in the USA." *Social Science & Medicine* 199:148-56.
7. Lee, Hedwig and Margaret T. Hicken. 2018. "Racism and the Health of White Americans." *The American Journal of Bioethics* 18(10):1-4.
8. Link, Bruce G. and San Juanita Garcia. 2021. "Divisions: How the Underrepresentation of Research on Advantaged Groups Leaves Explanations for Health Inequalities Incomplete." *Journal of Health and Social Behavior* 62(3):334-49.

**March 16**

No Class – Spring Break

**Class #9: March 23**

**Structural Racism, Intersectionality, and Health Inequality**

1. Bonilla-Silva, Eduardo. 2021. “What Makes Systemic Racism Systemic?” *Sociological Inquiry* 91(3):513-33.
2. Roberts, Dorothy E. 2018. “The Most Shocking and Inhuman Inequality: Thinking Structurally About Poverty, Racism, and Health Inequities.” *The University of Memphis Law Review* 49:167-83.
3. Gee, Gilbert and Margaret T. Hicken. 2021. “Structural Racism: The Rules and Relations of Inequity.” *Ethnicity & Disease* 31(Suppl 1):293-300.
4. Rucker, Julian M. and Jennifer A. Richeson. 2021. “Beliefs About the Interpersonal Vs. Structural Nature of Racism and Responses to Racial Inequality.” Pp. 13-25 in *The Routledge International Handbook of Discrimination, Prejudice, and Stereotyping*. Routledge.
5. Carbado, Devon W., Kimberle Williams Crenshaw, Vickie M. Mays, and Barbara Tomlinson. 2013. “Intersectionality: Mapping the Movements of a Theory.” *Du Bois Review* 10(2):303-12.
6. Homan, Patricia, Tyson H. Brown, and Brittany King. 2021. “Structural Intersectionality as a New Direction for Health Disparities Research.” *Journal of Health and Social Behavior* 62(3):350-70.
7. Laster Pirtle, Whitney. 2021. “Structural Gendered Racism Revealed in Pandemic Times: Intersectional Approaches to Understanding Race and Gender Health Inequities in COVID-19.” *Gender & Society* 35(2):168-79.
8. (recommended) Laster Pirtle, Whitney. 2020. “Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States.” *Health Education and Behavior* 47(4):504-8.

**Class #10: March 30**

**Health Care Inequalities**

1. Fiscella, Kevin and Mechelle R. Sanders. 2016. “Racial and Ethnic Disparities in the Quality of Health Care.” *Annual Review of Public Health* 37:375-94.
2. Penner, Louis A. et al. 2019. “Doing Harm to Some: Patient and Provider Attitudes and Healthcare Disparities.” Pp. 152-96 in *The Handbook of Attitudes: Volume 2, Applications*. Routledge.
3. Patterson, Evelyn J., Andrea Becker, and Darwin A. Baluran. 2022. “Gendered Racism on the Body: An Intersectional Approach to Maternal Mortality in the United States.” *Population Research and Policy Review* 41:1261-94.
4. Hoffman, Kelly, Sophie Trawalter, Jordan R. Axt, and M. Norman Oliver. 2016. “Racial Bias in Pain Assessment and Treatment Recommendations, and False Beliefs About Biological Differences Between Blacks and Whites.” *Proceedings of the National Academy of Sciences* 113(16):4296-301.
5. Cottom, Tressie McMillan. 2019. “Dying to Be Competent.” Pp.73-98 in *Thick: And Other Essays*. New York, NY: The New Press.

### **Class #11: April 6**

#### **Sexuality and Inequality**

1. Meyer, Ilan H., Sharon Schwartz, and D.M. Frost. 2008. "Social Patterning of Stress and Coping: Do Disadvantaged Social Statuses Confer More Stress and Fewer Coping Resources?" *Social Science & Medicine* 67:368-79.
2. Meyer, Ilan H. 2015. "Minority Stress and the Health of Sexual Minorities." Pp. 252-265 in *Handbook of Psychology and Sexual Orientation*. Eds.: Charlotte J. Paterson and Anthony R. D'Augelli. Oxford, UK: Oxford University Press.
3. Meyer, Ilan H. 2015. "Resilience in the Study of Minority Stress and Health of Sexual and Gender Minorities." *Psychology of Sexual Orientation and Gender Diversity* 2(3):209-13.
4. Grace, Matthew K. 2020. "Status Variation in Anticipatory Stressors and Their Associations with Depressive Symptoms." *Journal of Health and Social Behavior* 61(2):170-89.
5. Meyer, Ilan H. 2016. "Does an Improved Social Environment for Sexual and Gender Minorities Have Implications for a New Minority Stress Research Agenda?" *Psychology of Sexualities Review* 7(1):81-90.
6. (re-read) Hsieh, Ning and Stef M. Shuster. 2021. "Health and Health Care of Sexual and Gender Minorities." *Journal of Health and Social Behavior* 62(3):318-33.

### **Class #12: April 13**

#### **Topic/Readings TBA**

### **Class #13: April 20**

#### **Aging, The Life Course, and Inequality**

1. Carr, Deborah. 2019. "Older Adults in the Contemporary United States: A Snapshot." Pp.13-30 in *Golden Years? Social Inequality in Later Life*. New York, NY: Russell Sage Foundation.
2. Elder, Glen H. 1998. "The Life Course as Developmental Theory." *Child Development* 69(1):1-12.
3. Barrett, Anne E. 2022. "Centering Age Inequality: Developing a Sociology-of-Age Framework." *Annual Review of Sociology* 48:213-32.
4. Carr, Deborah. 2019. "Life-Course Perspectives on Social Inequalities in Later Life: A Brief Overview." Pp. 36-50 in *Golden Years? Social Inequality in Later Life*. New York, NY: Russell Sage Foundation.
5. Ferraro, Kenneth F., Tetyana Pylypiv Shippee, and Markus H. Schafer. 2009. "Cumulative Inequality Theory for Research on Aging and the Life Course." Pp. 413-433 in *Handbook of Theories of Aging* (Eds.: V. L. Bengtson, D. Gans, N. M. Pulney, & M. Silverstein). New York, NY: Springer.
6. Umberson, Debra, Kristi Williams, Patricia A. Thomas, and Mieke Beth Thomeer. 2014. "Race, Gender, and Chains of Disadvantage: Childhood Adversity, Social Relationships, and Health." *Journal of Health and Social Behavior* 55(1):20-38.
7. Settersten, Richard A. 2017. "Some Things I Have Learned About Aging by Studying the Life Course." *Innovation in Aging* 1(2):1-7.
8. Sauerteig, Madison R., Kenneth F. Ferraro, and Shawn Bauldry. 2022. "Life Course Stressors and Functional Limitation in Later Life Among White, Black, and Hispanic Adults: Deleterious, Hardening, or Benign?" *The Journals of Gerontology Series B* 77(1):249-59.

### **Class #14: April 27**

#### **Final Presentations**



## **TECHNOLOGY REQUIREMENTS**

I will communicate with you via the course website at [canvas.rutgers.edu](https://canvas.rutgers.edu). Please make it a habit to check your Rutgers e-mail and/or the course website so you don't miss important information. Please ensure that your Canvas settings are set up to send you email and/or push notifications so you do not miss anything important.

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

## **E-MAIL**

E-mail is the best way to reach me. You can expect a response within 48 business hours. I encourage you to come to office hours or communicate via email if you have questions about the class material. However, please first make a concerted effort to find the answer yourself in the class or book material.

Please be sure to include your name and the course name in your correspondence.

*Please do not send me messages on Canvas, as it is difficult for me to manage email on that system.*

## **CLASS CONDUCT AND GROUND RULES**

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, arriving late, discourteous remarks, and other behaviors specified by individual instructors. Courteous expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted and encouraged.

## **SYLLABUS CHANGES**

I reserve the right to make necessary changes to the syllabus. In that event, I will be sure to give you ample notice.

## ACADEMIC INTEGRITY POLICY

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution—re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If in doubt, please consult the instructor. Please review the [Academic Integrity Policy](#).

## LEARNING RESOURCES

**Learning Centers:** <https://rlc.rutgers.edu/>

**Academic Advising for SAS students:** <https://sasundergrad.rutgers.edu/advising/advising>

**Online Learning Tools** from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks <http://www.libraries.rutgers.edu/tutorials>

## STUDENT WELLNESS SERVICES

**Report a Bias Incident** If you experience or witness an act of bias or hate, report it to someone in authority. You may file a report online and you will be contacted within 24 hours. The bias reporting page is [here](#). [Click here to report a bias incident](#)

Bias is defined by the University as an act, verbal, written, physical, psychological, that threatens, or harms a person or group on the basis of race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

## STATEMENT OF THE MOMENT

In the last few years, we have all been going through a lot, individually and together. It is important to acknowledge that events and circumstances outside of the classroom can impact our ability to be present and engaged at any given moment. At Rutgers, we are focused on the whole student. If, at any point, you experience anything impacting your performance or ability to participate in this class, please reach out to me. Please also see the academic, health, and mental wellness resources on the syllabus as well as others searchable at <https://success.rutgers.edu/> for further support.

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

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/**

**<http://health.rutgers.edu/medical-counseling-services/counseling/>**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals 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.

**Crisis Intervention** : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

**Report a Concern**: <http://health.rutgers.edu/do-something-to-help/>

**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>.