PRINCIPLES OF HEALTH & WELLNESS

10:832:242:02
Fall, 2025
Hybrid Course: Asynchronous content via Canvas
In-person Wednesdays 12:10 PM -1:30 PM, Frelinghuysen Hall Rm A6, College Avenue
Class website: https://canvas.rutgers.edu/

Instructor: Shayne Judge, MPH, CHES®
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Office Hours: By appointment only Tuesday, 9:00 AM – 12:00 PM, Wednesday 1:00 PM – 4:00 PM via Zoom, phone, or in-person. Other times by arrangement.

COURSE CATALOG DESCRIPTION

Examination of health promotion and behaviors, human growth and wellness, disease prevention, nutrition, and the ramifications of lifestyle choices from a personal, community, and societal perspective.
Class credit hours: 3

COURSE SUMMARY

Focus on the fields of health education, health promotion, and wellness as they relate to community engagement, ramifications of health and wellness choices from a personal and societal perspective and communicating health and wellness information at the individual, group and community levels. Content areas of health and wellness will also be explored in addition to the components of effective health and wellness education. Each week will contain several components: lecture, discussion, group activities and the occasional guest speaker.

COURSE LEARNING OBJECTIVES AND ASSESSMENT

By the end of the course, students should be able to:
1. Apply critical thinking skills to public health topics.
2. Effectively communicate public health information
3. Utilize information literacy skills in public health.

SAS Core Curriculum Learning Goals
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization related to health and wellness (SAS Core Curriculum learning goal SCL-1).
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (SAS Core Curriculum learning goal SCL-2).

Assessment Mechanisms:
The following assignments will assess the course learning goals:

SAS Core Curriculum Learning Goals
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization related to health and wellness (SAS Core Curriculum learning goal SCL-1).
  - *History of Health Education Interview*
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (SAS Core Curriculum learning goal SCL-2).
  - *Social media Campaign*
  - *Wellness Goal*

Public Health Learning Objectives
1. Apply critical thinking skills to public health topics.
   Example: Active and thoughtful participation in class discussions.
2. Effectively communicate public health information
   Example: The social media campaign assignment will require students to synthesize information from class with current health and wellness issues and credible sources of data.
   Active and thoughtful participation in class discussions.
3. Utilize information literacy skills in public health.
   Example: students must use evidence-based messaging and health literacy best practices in the social media campaign assignment.

TEXTBOOK AND READINGS

Required Text: *Health Education: Creating Strategies for School & Community Health, 4th Edition*, Gilbert, Sawyer & McNeill (editors)
   The book has been ordered through the Rutgers Barnes & Noble Bookstore on College Avenue. The bookstore is open to the public and students can purchase textbooks in-store. Orders can be placed through rutgers.bncollege.com. When looking at a title to purchase, it will list New, Used, Rental, or Digital if these options are available. For the digital books, a link will be sent via e-mail granting access to the digital textbook once the order has been completed. The textbook must be obtained by Monday, September 8, 2025.

Rutgers libraries have e-book copies for many textbooks on a first come basis. Use the **Public Health Collection** page to explore the collection. Note that some books have a limited number of simultaneous users.

1. Go to the Public Health Collection list: https://libguides.rutgers.edu/pubhealth_reading/collection
2. Click on the book you wish to read.
3. Authenticate through the library using your NetID.

Additional Materials: Additional required readings as assigned posted on the course Canvas site.

Note: Because this course is hybrid, lectures are presented in an asynchronous format (recorded lectures in canvas) so that time in the classroom can be used for interactive discussions and activities. For this time to be used efficiently and effectively, you must prepare to spend an average of 3 hours per week outside of in-person class time to read chapters, watch recorded lectures, and work on assignments.

COURSE CALENDAR- WEEKLY TOPICS, ASSIGNMENTS, AND ACTIVITIES

Required readings **and asynchronous lectures** must be completed for the class date listed. The required textbook for the course *Health Education: Creating Strategies for School & Community Health, 4th Edition* is listed as HE. Readings in addition to those listed may be assigned.

CLASS DATE	TOPIC	READINGS & ASYNCHRONOUS LECTURES	ASSIGNMENTS (Due on class date listed)
Week 1			
Sept 3	Course Intro & Syllabus	Introductions, syllabus/course overview, expectations, goals	
Week 2			
Sept 10	Module 1: History of Health Ed & Dimensions of Wellness	HE: Ch. 1 Introduction Watch Ch 1. lecture available on Canvas	Student Survey Due
Week 3			
Sept 17	Module 2: Needs Assessments, Goals & Objectives	HE: Ch. 2 Planning for Instruction Watch Ch. 2 lecture available on Canvas	
Week 4			
Sept 24	Module 3: Theories & Learning Principles	HE: Ch. 3 Contextual Considerations of Behavior Change Watch Ch. 3 lecture available on Canvas	Wellness Goal Establishment – Pt. 1

Week 5			
Oct 1	Module 4: Instructional Methods	HE: Ch. 4 Methods of Instruction Watch Ch. 4 lecture available on Canvas	
Week 6			
Oct 8	Module 5: Creating Lesson Plans	HE Ch. 5 Presentation & Unit Plan Development Watch Ch. 5 lecture available on Canvas	
Week 7			
Oct 15	Mental Health	Guest Speaker	Social Media Campaign – Pt. 1
Week 8			
Oct 22	Module 6: Technology & Tech Health	HE Ch. 6: Personal Computers & the Internet Watch Ch. 6 lecture available on Canvas	History of Health Education Interview
Week 9			
Oct 29	Module 7: Utilizing Media in Health	HE Ch. 7 Media in Health Education Watch Ch. 7 lecture available on Canvas	Wellness Goal Update – Pt. 2
Week 10			
Nov 5	Module 8: Health Disparities & Minority Health	HE Ch. 8: Minority Health Watch Ch. 8 lecture available on Canvas	
Week 11			
Nov 12	Module 9: Special Challenges & Populations	HE Ch. 9: Special Populations Watch Ch. 9 lecture available on Canvas	Social Media Campaign – Pt. 2
Week 12			
Nov 19	Module 10: Substance Use & Addiction	HE Ch. 10: Controversial Topics Watch Ch. 10 lecture available on Canvas	
Week 13			
Nov 26	**NO CLASS**	Practice Gratitude	
Week 14			
Dec 3	Module 11: Sexual & Reproductive Health Education	Ogul, Z., & Sahin, N. H. (2024). The effect of an educational peer-based intervention program on sexual and reproductive health behavior. SIECUS. (2022). 2022 Sex ed state law and policy chart.	Wellness Goal Final Status– Pt. 3 Letter to Self
Week 15			
Dec 10	Flex Day	Course Feedback Discussion Review	Social Media Campaign – Pt. 3 Final Day to submit any outstanding assignments

COURSE GRADING AND EVALUATION CRITERIA

Grading Philosophy & Other Considerations: Everyone has the opportunity to build their grade. Each assignment has a designated number of points. The number of points awarded for each assignment depends upon whether the requirements of the assignment are met. Note that issues such as spelling, grammar and syntax are important, and points will be deducted for poor spelling, grammar and syntax on all written work. Points will be deducted for late assignments. No e-mail assignments will be accepted. **Once an assignment is submitted, it is final. There are no do-overs or re-submissions. Read all syllabus instructions carefully. Ask questions in advance.**

Grading Rubric

POINT BREAKDOWN: Points do not equal 100% due to rounding.

ITEM	POINTS
Attendance/Participation	100 (20%)
Wellness Goal Establish goal = 50 points Wellness goal check-in = 25 points Wellness Goal final status = 25 points each	100 (20%)
Social Media Campaign Part 1 = 50 points Part 2 = 50 points Part 3 = 50 points	150 (30%)
History of Health Education Interview	75 (15%)
Student Survey	25 (5%)
Letter to Self	50 (10%)
TOTAL POINTS	**500**

Grade/Numerical Equivalents

Grades represent the quality of the student's performance measured against standards of knowledge, skill, and understanding as evaluated by the instructor. Grades are reported to the university registrar at the end of the semester by the following symbols:

A   Excellent, shows initiative, synthesizes and integrates assigned material with external sources and own thinking; **90-100**

B+   Very good work, innovative thinking or excellent integration of work of others; **86-89**

B   Exceeds minimum requirements, either shows own thinking or synthesizes and integrates assigned material with external sources; **80 - 85**

C+   Good understanding of assigned material, but no effort to integrate own thinking or that of others; **78 – 79**

C   Average work that meets the minimum requirements but does not show consistent understanding of material, poor quality; **70-77**

D   Meets minimum requirements but does not show understanding of material, poor quality; **60-69**

F   Unacceptable, does not meet minimum requirements; **0-59**

COURSE POLICIES AND EXPECTATIONS

Attendance and Participation

Regular attendance and class participation will be necessary for you to fully understand the material in this class. Students are expected to arrive ***promptly***, attend every class, and complete reading assignments and watch recorded lectures **beforehand** in preparation for discussion and class activities. Moreover, there will be material covered in class that will not be in your textbook. Attending class and actively engaging with the course and your peers will help in understanding course content. Absences may be excused with a valid excuse (illness or family emergency). Unexcused absences will result in points deducted from the Attendance/Participation portion of your grade. In the event of an emergency or illness requiring you to miss class or if you expect to miss class, **please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence**. An email is then automatically sent to the instructor. **DO NOT** e-mail the instructor directly. If you miss class, it is your responsibility to obtain notes from a classmate, not the instructor. All "handouts" will be available on the Canvas site. **Assignments due on the date of a missed class are still due and must be submitted through the CANVAS site.**

The Honor System and Academic Integrity

To ensure a fair and respectful learning environment, we commit ourselves to the University Student Code of Conduct. For more, Rutgers New Brunswick Students should visit this page: https://studentconduct.rutgers.edu/

This course adheres to the university's Academic Integrity Policy (https://nbacademicintegrity.rutgers.edu/academic-integrity-policy) and infractions are taken seriously. In addition, all required written work for this course may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted written work will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such material. Students who wish to exclude their submitted work from the Turnitin.com reference

database should contact the course instructor immediately; students may not, however, opt-out of having their required work reviewed for the detection of plagiarism. Use of the Turnitin.com service is subject to the organization's Usage Policy.

Policy on use of ChatGPT or other AI tools:

All work submitted in this course is the student's own and must be done without the aid of impermissible technologies, materials, or collaborations. Use of ChatGPT or similar AI tools is only permitted to help you better understand concepts as part of the learning process.

AI Statement
Responsible Use of AI Tools
The use of AI tools is permitted under certain conditions. AI tools are just that – tools. They can enhance your learning and productivity. It is crucial to use them responsibly and ethically.
Guidelines for Using AI Tools
1. **Transparency and Attribution**:
    o If you use AI tools to assist with your coursework, you must disclose this in any citations. Clearly indicate which parts of the work were generated or assisted by AI (for example, a graphic).
    o Properly attribute any content generated by AI to avoid plagiarism. Treat AI-generated content as you would any other source.
2. **Understanding and Learning**:
    o Use AI tools to aid your understanding, not replace it. Ensure you comprehend the material and can explain and justify your work without reliance on AI.
    o Over-reliance on AI tools can hinder your learning and development of critical skills. Strive to balance the use of AI with independent effort.
3. **Originality and Academic Integrity**:
    o All work must reflect your own understanding and effort. AI tools should not be used to produce entire assignments.
    o Abide by Rutgers University's Academic Integrity Policy (Rutgers Academic Code and Academic Oath at: http://academicintegrity.rutgers.edu/) Unauthorized or undisclosed use of AI tools constitutes academic misconduct.
4. **Ethical Considerations**:
    o Consider the ethical implications of using AI. Be mindful of bias, fairness, and the potential impacts of AI-generated content.
5. **Permitted Uses**
    o **Writing Assistance**: Grammar and spell-checking, generating ideas or outlines, and improving clarity.
    o **Data Analysis**: Assistance with statistical analysis, data visualization, and interpretation.
6. **Prohibited Uses**
    o **Examinations**: AI tools must not be used during exams unless explicitly allowed.
    o **Plagiarism**: Copying and pasting AI-generated content without proper attribution. Citations matter**!**

    o **Complete Assignments**: Submitting work primarily or entirely generated by AI.

Consequences
Failure to adhere to these guidelines may result in penalties, including but not limited to reduced grades, failing an assignment, academic probation, or other disciplinary actions in accordance with Rutgers University Academic Integrity Policy.

Disability Accommodations:
We welcome students with disabilities to participate fully in all the University's educational programs. If you require reasonable accommodations, please reach out to your campus's disability services office (https://ods.rutgers.edu/students/documentation-guidelines.) They will guide you through an intake interview and help you with the necessary documentation. Once your request is reviewed and supported, you will receive a Letter of Accommodation. Please share this letter with your instructors and have a conversation about your needs as early as possible in your courses. To begin this process, please complete the Registration form on the ODS website at: https://ods.rutgers.edu/students/registration-form. Students requiring accommodation due to a disability (learning, physical, emotional) must present proper documentation at the beginning of the semester.

Other considerations:
Students are expected to take the initiative to become aware of Rutgers University and Bloustein policies regarding their academic work. See https://www.rutgers.edu/catalogs for the overall Rutgers catalog and the Bloustein website, including course descriptions and details about all degree programs: https://bloustein.rutgers.edu/

Laptops may be utilized for notetaking during class, but the research is clear that taking notes by hand is much more effective for information retention and comprehension. If students are using laptops for social media, other assignments, email, etc. during class, they will be restricted from using a laptop for the remainder of the semester. Out of respect to your classmates and instructor, no texting or phone calls are permitted during class. If cell phones or other electronic device use is noticed by the instructor during class, points will be deducted from the Participation/Attendance grade.

Issues of Concern:
If issues arise that impact your class attendance or work or if you have a grade dispute, please make an appointment to meet with the instructor in person, or via Zoom or Microsoft Teams during office hours or if necessary, other times. These issues will not be discussed or resolved via e-mail.

Additional Important Course Information

Class Attendance and Participation: Students in the class are crucial to shaping the course - identifying topics, engaging in critical discussion, offering different perspectives, and designing strategies for action. It is critical that each student attends and participates in class.

Student responsibilities include:
- Prompt attendance
- Completion of assigned readings and recorded lectures
- Active participation in class sessions
- Communication in timely manner regarding any concerns/difficulties related to the course
- Frequent and regular visits to the course CANVAS site at http://CANVAS.rutgers.edu.

Instructor responsibilities include:
- Respect for students as co-learners in course
- Adapting the course framework to needs, interests and concerns of students
- Availability by appointment for meetings with students; availability in-person or via Zoom.
- Maintaining the CANVAS course website to accurately reflect the requirements of the course

CANVAS:
This class utilizes CANVAS to manage the course, its assignments, requirements, announcements, and readings. All students are REQUIRED to log into CANVAS in order to access these functions from the beginning of the course until the end. Important updates, announcements and other useful information will be posted to the CANVAS site on a regular basis. All written assignments are to be submitted through the CANVAS Assignment function. No e-mail assignments will be accepted and will be considered late submissions.

ASSIGNMENTS:
All assignments must be submitted via the CANVAS Assignment Function. All assignments are due at 10:00 p.m. on the due date. Assignments must be submitted as a Word document, unless otherwise indicated. Each day an assignment is late, points will be deducted from the total points awarded. All written work **must be** spell-checked and edited for correct grammar and syntax. Points will be deducted for poor spelling, grammar and syntax. **Once submitted, all assignments are final. There are no do-overs. If you have questions or concerns, ask the instructor BEFORE the due date.**

STUDENT SURVEY:
This brief survey will collect information that will help the instructor get to know each student better. **Due Wednesday, September 10, 2025 at 10:00 p.m. Survey link available in Canvas Assignment and [here](#).**

WELLNESS GOAL:
Each student will create a personal wellness goal and work towards that goal throughout the semester. The goal can be related to any Dimension of Wellness (i.e., physical wellness – improve nutrition, increase physical activity, emotional wellness-improve stress management, increase mindfulness, etc.). The assignment has three parts.
1. Establish Goal: **due Wednesday, September 24, 2025 at 10:00 p.m.** via Assignments in Canvas.
    a. What is the wellness goal?
    b. Why this particular goal?

     c. What are three objectives you will meet to reach this goal? (In Chapter 2 we will learn about measurable objectives). Your objectives should be measurable and directly relate to the goal.

     d. How will you measure your progress to your goal?

2. Goal Update: due **Wednesday, November 12, 2025 at 10:00 p.m.** via Assignments in Canvas.

     a. What progress have you made toward your goal?

     b. Do you need to adjust any of your objectives to reach your goal? If yes, what? Why?

     c. Have you utilized any university resources to reach your goal? If yes, which ones?

3. Final Wellness Goal Status: due **Wednesday, December 3, 2025 at 10:00 p.m.**

     a. Did you achieve your goal?

     b. If not, what would you do differently?

     c. What barriers, if any, did you encounter in trying to achieve your goal?

     d. What helped you succeed in reaching your goal?

     e. Did you utilize any university resources in reaching your goal? If yes, which resources?

     f. Will you continue to work on reaching your goal after the course is completed?

     g. What did you learn about yourself during this assignment?

HISTORY OF HEALTH & HEALTH EDUCATION INTERVIEW

Each student will interview one individual who is at least seventy (70) years old concerning the following:

PART 1:

- Did they receive any "formal" or "informal" health care as a child? (Example of formal health care: immunization, annual physicals, sick visits to a health care provider, etc. Example of informal health care: home remedies).
- If yes, what kind of health care did they receive as a child?
- Did they receive any health education at home and/or at school? If yes, what did they learn about? Who provided the education? Do they believe it was effective and/or helpful? Do they wish they had learned about any particular topic but did not?
- Are they currently receiving any health education? If yes, where? From whom?

PART 2:

- Provide an overview of the differences and similarities between your interview subject's experiences with health care and health education and your own – what kind of health education have you received? Where? What kind of health care have you received?
- Please indicate your relationship to the interviewee.
- It is fine if the interview takes place with someone outside of the state or country. It can be over the phone or via Zoom/FaceTime/Skype.

Options for Submission:
Option #1: write a minimum 2-3 page paper, 12-point font, double-spaced, with one-inch margins (including the first page). There are no page maximums for this assignment. All papers

must be typed and submitted on CANVAS through the Assignment Function as an attachment. **Due Wednesday, October 22, 2025 at 10:00 p.m.**

Option #2: record the interview via Zoom, Skype, phone, etc**.** (audio or video) and upload the file to CANVAS through the Assignment Function as an attachment. **Due Wednesday, October 22, 2025 at 10:00 p.m. Please Note:** If the person being interviewed speaks a language other than English, a translation must be provided. This can be incorporated into the recording or a written translation can be provided.

SOCIAL MEDIA CAMPAIGN (Group Project)
Social media has become a mainstream channel disseminating health and wellness information. Your group will create a **social media campaign** to promote/raise awareness of caring for your health and well-being as students for Instagram, TikTok, X, Facebook, or Threads, incorporating evidence-based messaging, visuals, and strategies to engage a target audience.

Creating a social media campaign involves several key steps to ensure it effectively reaches and engages the target audience. You will work on this assignment throughout the semester, with key components due on separate dates.

Note: This is a **group project** (3–4 students per group). Your group will create a **fake public social media profile** for the campaign. This profile should not include any personal identifiers unless your group chooses to include them. You **will run the campaign** using this profile and evaluate it based on your objectives.
One group member will submit the assignment on Canvas on behalf of the group. Each group member will also complete a **peer review** to assist with individual grading.

Part 1: Due October 15, 2025
Topic: Caring for your health and well-being as Rutgers students

Select & Know Your Target Audience
- **Target audience:** Your campaign will focus on **Rutgers students**, a social identity you all share. However, your group must also select **at least one additional social identity** (e.g., race, sexual orientation, ability, commuter student, first generation, gender, athlete, religion, major, age, or the intersection of multiple identities) to explore how health and wellness are impacted within that subset of the student population.
- Remember, you will need to find information about this target population.
- Research and define your target audience (e.g., demographics, interests, behaviors). Need help finding demographics? Go to https://oirap.rutgers.edu/instchar/Factbook.html. If the demographics you are seeking are not there, please contact me for assistance.

Define Campaign Objectives
- **Identify Goals:** Determine what you want to achieve with the campaign (e.g., raise awareness, promote behavior change, drive traffic to a resource, website, etc). You may focus on a specific aspect of health/wellness/behavior.
- **Set Specific Objectives:** Establish measurable objectives (e.g., increase followers by X%, achieve X number of shares, get X number of engagements/comments).

Choose the Right Platform(s)

- **Platform Selection:** Decide which social media platforms align best with your target audience and campaign goals (e.g., Instagram, TikTok, X, Facebook, Threads). Explain why you are using a specific platform or multiple platforms.
- **Channel Strategy:** Tailor your content and approach for the platform based on its unique characteristics and audience preferences.

Part 2: Due November 12, 2025
Develop Key Messages and Content
- **Message Development:** Craft clear, compelling messages that resonate with your audience and align with campaign objectives.
- **Content Planning:** Create a content calendar through December 3, 2025 outlining what content (e.g., posts, videos, infographics) will be shared, when, and on which platforms. At least one video and two images/graphics must be utilized during the time period of November–December 3. You do not need to create the videos/graphics/images but you must credit the sources of any materials you use.
- **Visuals and Design:** Ensure your visuals (images, videos, graphics) are high-quality, visually appealing, and consistent with your message. These visuals must be shared in the content calendar (with sources if you do not create your own).

Plan Engagement Strategies
- Engagement Tactics: Outline how you will encourage interaction and engagement (e.g., contests, polls, user-generated content).
- Community Management: Plan how you will respond to comments, messages, and feedback from your audience to maintain engagement and foster relationships.

Implement and Monitor
- **Schedule and Publish:** Use scheduling tools (e.g., Hootsuite, Buffer) or post manually to run your campaign according to your content calendar.
- **Monitor Performance:** Track key metrics (e.g., reach, engagement, conversions) using social media analytics tools (e.g., Facebook Insights, X Analytics) or manual tracking to assess campaign effectiveness.

Part 3: Due December 10, 2025
Evaluate and Optimize
- **Performance Analysis:** Analyze campaign performance against objectives and goals. Did you reach as many people as you had planned? Did you have the amount of engagement planned?
- **Identify Insights:** Identify what worked well and areas for improvement based on data and any feedback received.
- **Optimization:** What plans do you have to adjust your strategy, content, or targeting as needed to optimize future campaigns?
- **Report Findings:** Compile a report summarizing campaign results, insights gained, and lessons learned.
- What would you do differently? Which posts seemed to resonate with your audience?

How to Structure Submissions
The structure of each submission should mirror the outline in the syllabus. Use each header with the corresponding content. There is no page limit. Use a 12-point font, single-spaced. Please proofread grammar and syntax.

Future Use of Messages: Rutgers Student Health may utilize your work in future social media campaigns.

LETTER TO SELF
What do you want to tell your future self about this point in time? What have you learned? What do you wish for yourself? What are your goals at this point in time? Do you have any questions you want to ask? Do you want to reflect on your undergraduate experience? Give yourself a goal to meet? Reflect on national/global politics? Climate change? What shows are you currently binge-watching? The 2024 presidential election? Write a letter to your future self. There is no page limit but it must be one-page minimum. Please include a home address that it can be mailed to at an undetermined time in the future. I will mail the letters to you in envelope marked personal and confidential. The letter is due on **Wednesday, December 3, 2025 at 10:00 p.m.**

LIBRARY RESOURCES
Rutgers Libraries offer numerous resources to assist students. A series of LibGuides are available to get you started.   Many library resources are available online. Assistance is available through phone, email, and chat. For information, visit: https://www.libraries.rutgers.edu/

For immediate assistance, students should begin with ask@libraries.rutgers.edu

STUDENT ACADEMIC SUCCESS AND WELLNESS
Students of the **Edward J. Bloustein School of Planning and Public Policy** are served by the one-stop-shop Office of Student and Academic Services, providing support across all program areas.

Many resources are available on the New Brunswick campus to support student academic success and wellness. Students needing academic support are encouraged to explore their options through Rutgers Academics Student Support (https://www.rutgers.edu/student-support) and Student Success (https://success.rutgers.edu). Any student can obtain tutoring and other help at the Learning Centers. on each campus. Check the website. For more information, see: https://learningcenters.rutgers.edu/

- Basic Needs Assistance (food, housing, and other essentials): https://ruoffcampus.rutgers.edu/basic-needs
- Bias Incident Reporting: https://studentaffairs.rutgers.edu/bias-incident-reporting
- Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS): http://health.rutgers.edu/medical-counseling-services/counseling/
- Dean of Students – Student Support Office: https://success.rutgers.edu/resource/dean-students-student-support-office

- Office for Violence Prevention and Victim Assistance: https://vpva.rutgers.edu//
- Office of Disability Services: https://ods.rutgers.edu/
- Office of Veteran and Military Programs and Services: https://veterans.rutgers.edu
- Rutgers Libraries: https://www.libraries.rutgers.edu/
- Rutgers Student Food Pantry: https://ruoffcampus.rutgers.edu/food-pantry
- Student Health Services: http://health.rutgers.edu/
- Student Success Essentials: https://success.rutgers.edu
- Student Support Services: https://www.rutgers.edu/academics/student-support
- The Learning Centers: https://rlc.rutgers.edu/
- UWill: free immediate access to teletherapy; you can choose a therapist based on your preferences including issue, gender, language, ethnicity. http://health.rutgers.edu/uwill/