



Edward J. Bloustein School
of Planning and Public Policy

Wellness Community I (3.0 credits)

10:832: 243:01

Fall 2025

Course Day and Time: On-campus/hybrid Canvas; Thursdays 10:20 am-11:40 am
<https://canvas.rutgers.edu/>

Course Materials: All course materials will be available in Canvas as a web resource or downloadable document.

Instructor(s): Dr. Amy Spagnolo, Senior Program Coordinator, ScarletWell
Amy.spagnolo@rutgers.edu

Dr. Peggy Swarbrick, Professor, Graduate School of Applied and Professional
Psychology, ScarletWell Director
swarbrma@rutgers.edu

Office Hours: By Appointment

Students are encouraged to reach out to the instructor to arrange a meeting at a time that works best for both parties. Meetings can be held:

- **In person:** Before or after class sessions
- **Online:** Via Zoom

To schedule a meeting, please email the instructors at swarbrma@rutgers.edu or amy.spagnolo@rutgers.edu. In your email, include:

- Your full name
- Course name and section
- Preferred meeting format (in-person or Zoom)
- A few time slots that work for you
- Brief reason for the meeting (optional but helpful)

COURSE CATALOG DESCRIPTION

10:832:243,244 *Wellness Community I:* In a shared learning experience, students examine wellness at personal, institutional, and community levels.

Class credit hours: 3

Pre-requisites: None

COURSE SUMMARY

This course explores wellness through a holistic, strength-based lens, emphasizing the interconnectedness on individual and community levels. Students will examine the 8 dimensions of wellness (emotional, environmental, financial, intellectual, occupational, physical, social, and

spiritual) while reflecting on their own wellness journeys. Through dialogue, self-assessment, and community engagement, students will develop a deeper understanding of how wellness is shaped by social, cultural, and environmental contexts. The course encourages curiosity, empathy, and critical thinking, preparing students to integrate wellness into their personal, academic, and professional lives.

COURSE LEARNING OBJECTIVES AND ASSESSMENT

By the end of the course, students should be able to:

1. Define and apply the 8 dimensions of wellness in personal and community contexts.
2. Reflect on their own wellness using self-assessment tools and develop a personalized wellness plan.
3. Identify and access wellness resources within Rutgers and their local communities.
4. Engage in meaningful dialogues about wellness.
5. Analyze how social, cultural, and environmental factors influence wellness and contribute to disparities.
6. Participate in wellness activities and reflect on their impact.

Assessment Mechanisms

Attendance and Participation

- Students are expected to attend all classes and actively participate in discussions and activities.
- Points are earned for being present, prepared, and engaged.
- Students will also complete brief discussion posts on Canvas to reflect on weekly topics and share insights.
- For some class sessions, students will complete a brief “Do Now” assignment based on the Out-of-Class activities assigned for that week.

Activity Presentation

- Each student will prepare and lead a wellness-related activity during class.
- Presentations should demonstrate creativity, relevance to course themes, and engagement with peers.

Narrated PowerPoint Presentation

- Students will create and submit a narrated PowerPoint on a wellness topic of their choice.
- Presentations should be clear, informative, and reflect personal or professional relevance.

Final Wellness Reflection Paper

This multi-part assignment includes:

- **Wellness Inventory Completion** at three points during the semester (beginning, middle, and end).
- **Three Reflection Summaries** written after completing each inventory, describing personal insights and experiences.
- **Final Reflection Paper** summarizing the overall process, key lessons learned, and how the student’s understanding of wellness has evolved.

TEXTBOOKS AND READINGS

There is no textbook assigned for this course. The following articles below can be accessed in CANVAS or full text from the Rutgers University Library. More will be posted during the semester.

- Swarbrick, M. (2023). The evolution of the Wellness Model. Unpublished manuscript. Freehold, NJ: Collaborative Support Programs of New Jersey, Inc.
- Swarbrick, M., Sanders-Edwards, L., Cronise, R. (2025). Wellness Model Developed by and for Individuals with Lived Experience. *Psychiatric Services*.
- Cook, J., Steigman, P., Burke-Miller, Jonikas, J., Brice, G. Cortez, C., Swarbrick, M. (2024). Building Financial Wellness: Randomized Controlled Trial of a Financial Education and Support Intervention. *Psychiatric Services*.
- Gamble, A., Economou, P., Swarbrick, M. (2024). Sports: A Natural Activity to Promote Wellness Habits for Young Adults. *Journal of Community and Applied Social Psychology*.
- Swarbrick, M., DiBello, A., Eissenstat, S.J., Nemec, P.B., Hien, D.A., & Gill, K.J. (2024). Factor Structure, Reliability, and Construct Validity of the Wellness Inventory. *Psychiatric Services*, appips20230622

In addition to the articles assigned, a primary resource used in this course is the Wellness Inventory that will be provided to you as an excel file.

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.

COURSE GRADING AND EVALUATION CRITERIA

Grading Rubric

Class Participation: (20%): Active participation is a vital component of this course. Students are expected to attend all scheduled class sessions and engage meaningfully in discussions and activities. Participation will be assessed primarily through consistent attendance, with 1 point awarded for each class attended. Full credit (15%) is earned by attending all sessions. Partial credit will be given based on the number of sessions attended. If you must miss a class due to illness, emergency, or other valid reasons, please notify the instructor in advance when possible. Excessive absences will impact your final grade and your ability to meet course objectives. Participation also includes being prepared, contributing to discussions, and demonstrating engagement with course materials. “Do Now” activities will be assigned five times, in class, throughout the course of the semester (5%). The Do Now assignments are completed within 6 minutes and are worth 1 point each.

Wellness Pulse Reflection Paper (60%): This assignment is designed to help students develop self-awareness and intentionality around their personal wellness habits over the course of the

semester. It includes 3 **Reflection Posts** and a **final Reflection Paper** based on data collected from the **Wellness Inventory** and experiences during the course of the semester.

Assignment Components: See Canvas for more details.

1. Wellness Inventory (3 checkpoints): (15%)

- Students will complete the **Wellness Inventory** at three points during the semester: **Week 1, Week 5, and Week 10**.
- These inventories will serve as data points to track wellness overall and in each of the 8 dimensions across time.

2. Wellness Reflection Posts (Weeks 1, Week 5 and Week 10): (15%)

Week 1, Week 5, Week 10, students will submit a reflection on their level of engagement scores across dimensions and wellness **habits**, based on their experiences and insights.

- Reflections will include questions that describe some of these points:
 - Observations about level of engagement in each of the wellness dimensions.
 - Wellness behaviors.
 - Challenges or successes in maintaining wellness.
 - How pause, breathe, move or other self-care practices, strategies or supports impact wellness.
 - How course materials covered may impact level of engagement in each of the wellness dimensions

3. Final Reflection Paper (Due Week 12): (25%)

- Students will:
 - **Provide a summary of the process of observing level of engagement and wellness behaviors.**
 - **Compare and analyze** Wellness Inventory scores across the three checkpoints.
 - **Identify trends** in their wellness habits and reflect on what influenced those changes.
 - Discuss how Pause, Breathe, Move Practice impacted wellness.
 - **Highlight personal strengths** and areas of growth.
 - Reflect on course materials and wellness community experiences.
 - **Discuss resources and supports** (personal, academic, or community-based) that contributed to their wellness.
 - **Set future intentions** for maintaining or improving wellness beyond the course.

Provide a clear, well-organized synthesis of wellness data and personal insights; demonstrating critical thinking, self-awareness, and application of course concepts. See Canvas for further assignment details.

Wellness Activity Presentation (25%): Assignment Instructions

Step 1: Choose a Wellness Activity

Select an activity that you enjoy and believe contributes positively to your overall wellness.

Examples include:

- Physical: Yoga, hiking, dancing, swimming

- Emotional: Journaling, therapy, gratitude practice
- Mental: Meditation, reading, creative arts (painting, music)
- Social/Community: Volunteering, group sports, support groups

You may choose something new to you or something you have already practiced.

Step 2: Engage in the Activity

Spend time actively participating in your chosen activity. Reflect on how it affects your mood, energy, stress levels, or overall wellness.

Step 3: Create a Narrated PowerPoint Presentation

Prepare a **5-minute narrated PowerPoint** (or Google Slides) presentation that includes the following:

1. **Title Slide**
 - Your name
 - Course title
 - Name of the wellness activity
2. **Introduction**
 - What activity did you choose and why?
3. **Description of the Activity**
 - What does the activity involve?
 - How often did you do it?
 - Where and how did you practice it?
4. **Personal Impact**
 - What did you learn about yourself?
5. **Connection to Wellness**
 - Describe all of the wellness dimensions this activity impacts.
 - Can it benefit others? How?
6. **Connection to Community Wellness**
 - How does the wellness activity connect you to community?
 - Based on the community handout, which communities does it help you to connect with most?
7. **Conclusion**
 - Would you continue this activity? Why or why not?
 - Any advice for peers who might want to try it?
8. **References (if applicable)**
 - Cite any sources used (e.g., articles, videos, research)

Step 4: Submit Your Presentation

Submit your narrated presentation via Canvas by **December 4, 2025 at 10:00am**.

Be prepared to present during your assigned time slot in Week 14.

Criteria	Points	Description
Content & Clarity	10 points	Clear explanation of the activity and its relevance to wellness; well-organized and informative.
Personal Reflection	5 points	Thoughtful reflection on personal experience and impact on wellness.
Creativity & Engagement	5 points	Presentation is visually engaging, creative, and holds audience interest.
Professionalism & Delivery	5 points	Presentation is well-timed, clearly narrated or spoken, and free of major errors.

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	90 - 100	Outstanding
B+	85-89	Excellent
B	80-84	Good
C+	75-79	Average
C	70-74	Satisfactory
D	60 - 69	Poor
F	Below 60	Failing

Policy on Academic Integrity

<https://policies.rutgers.edu/B.aspx?BookId=11914&PageId=459231&Search=academic%20integrity>

Policy on Late Assignments

Discussion forum assignments/posts and the final reflection paper will be accepted up until one week past the due date with a reduction in points for each day late. The final project and presentation will not be accepted after the due date.

Grade Appeal/Challenge Policy: <https://bloustein.rutgers.edu/wp-content/uploads/2020/08/Bloustein-Grade-Appeal-Policy.pdf>

Policy on AI Use

Students are not permitted to use ChatGPT solely (or tools like it) to complete assignments in this course. Evidence of doing so will result in a '0' for the assignment. However, you are free to use these tools to help you understand challenging passages in assigned readings, or to build preliminary foundational knowledge to help understand more difficult concepts, or to support you in better organizing content that you, yourself, have developed. When using AI to edit your own content, you must note that AI was used for that purpose. The instructor has the right to request your original work, the prompts you used in whatever AI program you used, and the resulting work. In other words, use these tools to help you learn, not to help you cheat.

Rutgers University Academic Calendar: <https://scheduling.rutgers.edu/academic-calendar/>

Incomplete/Temporary Grade: “T” Temp grades are only granted under extenuating circumstances and with permission from the instructor and Christina Torian, Assistant Dean of Undergraduate Education at christina.torian@ejb.rutgers.edu. Students granted a “T” grade have ONE SEMESTER to finish missing work. Your temporary grade will be one letter grade lower than your current grade when the “T” is entered into the grading system. For example, if you have a B+ at the end of your term, the “T” grade will be entered as a C+.

Rutgers Holistic Minor

This course fulfills the requirements for the undergraduate minor in Holistic Wellness. The Holistic Wellness minor prepares students to promote wellness in any career path. For more information or to apply for the minor, please visit <https://sebs.rutgers.edu/minors/holistic-wellness>. Unlike other wellness programs that focus primarily on physical health, Rutgers' approach embraces the 8 Dimensions of wellness model—originally developed by Rutgers' own Dr. Margaret "Peggy" Swarbrick—which addresses emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual wellbeing. This comprehensive framework guides students through diverse perspectives from psychology, nutrition, arts, environmental studies, and policy. With the wellness market reaching \$480 billion in the US alone and 82% of Americans prioritizing wellness in their daily lives, graduates with this minor will gain a competitive edge in a rapidly growing field, whether pursuing specific wellness positions or bringing wellness expertise to any organization.

TIME SPENT ON ACTIVITIES/PREPARATION

This is a **three-credit course**, which means students are expected to engage in approximately **nine hours of total work per week**. This includes time spent in class as well as time dedicated to completing readings, assignments, and activities posted in **CANVAS**. Students should plan accordingly to stay on track with course materials, deliverables, and participation expectations.

COURSE CALENDAR- WEEKLY TOPICS, ASSIGNMENTS, AND ACTIVITIES

	Topic	Activities/Assignments
Week 1: September 4	<p>Introduction to Wellness & Community</p> <ul style="list-style-type: none"> • Overview of course and expectations: Syllabus and assignment review • Define wellness • Begin self-assessment using the Wellness Inventory • Overview of 8 Dimensions of Wellness • Define Community and examine types of communities <p>Self-Assessment & Community Context</p> <ul style="list-style-type: none"> • Complete wellness inventory in Excel • Pair and share discussion on initial reflections 	<p>Check CANVAS for Assignments</p> <p>Swarbrick, M. (2023). The evolution of the Wellness Model. Unpublished manuscript. Freehold, NJ: Collaborative Support Programs of New Jersey, Inc.</p> <p>Swarbrick, M., DiBello, A., Eissenstat, S.J., Nemece, P.B., Hien, D.A., & Gill, K.J. (2024). Factor Structure, Reliability, and Construct Validity of the Wellness Inventory. <i>Psychiatric services</i>, apps20230622</p> <p>Overall Wellness Video https://www.youtube.com/watch?v=tDzQdRvLAFM</p> <p>Wellness Reflection Post # 1</p>
Week 2: September 11	<p>Orientation to ScarletWell and Self-care Practices</p> <ul style="list-style-type: none"> • Review the Wellness Activity Calendar • Introduction to Self-Care Practice series • Practice Pause and Breathe activities 	<p>Check CANVAS for Assignments</p> <p>Wellness Activity Calendar https://wellnesscalendar.rutgers.edu/</p> <p>Self-Care Planning Tool https://newbrunswick.rutgers.edu/sites/default/files/2024-07/wellness_selfcare_planning_tool.pdf</p> <p>Swarbrick, M., Cook, J. A., & Jonikas, J. A. (2022). Wellness Activity Manual- Revised. Freehold, NJ: Collaborative Support Programs of New Jersey Inc., Wellness Institute.</p>

		Wellness self-care handouts
Week 3: September 18	<p>Social Wellness</p> <p>In-class Do Now Assignment</p> <ul style="list-style-type: none"> • Define social wellness and its role in college life <ul style="list-style-type: none"> ◦ Connection, belonging, and support systems • Understand the components of social wellness. • Explore how support systems, communication, and belonging contribute to wellness. • Identify common social, cultural, and environmental factors that influence wellness and contribute to disparities. • Review strategies, tools and resources to build and maintain social connections. <p>Guest: TBA</p>	<p>Check CANVAS for Assignments</p> <p>Social Wellness https://www.youtube.com/watch?v=ffJRJZhOPbs</p> <p>Rutgers Clubs and Organizations: https://sca.rutgers.edu/campus-involvement/student-organizations</p> <p>GetInvolved: https://rutgers.campuslabs.com/engage/</p>
Week 4: September 25	<p>Emotional Wellness</p> <p>In-class Do Now Assignment</p> <ul style="list-style-type: none"> • Understand the importance of emotional wellness habits. • Identify local and university resources for emotional support. • Define emotional literacy, emotional regulation, and value of support systems. • Discuss stigma and mental health resources. • Review strategies, tools and resources to build and maintain emotional wellness. • Identify common social, cultural, and environmental factors that influence emotional wellness. • Introduce Nourish the Mind Practice. <p>Guest: Recovery College</p>	<p>Check CANVAS for Assignments</p> <p>Emotional Wellness https://www.youtube.com/watch?v=u04S4xsloq0</p> <p>Swarbrick, M., Sanders-Edwards, L., Cronise, R. (2025). Wellness Model Developed by and for Individuals with Lived Experience. Psychiatric Services.</p> <p>Swarbrick, M. (2022). Journaling: A Wellness Tool, Collaborative Support Programs of New Jersey Wellness Institute.</p> <p>Activity: “Stress Mapping” – students identify stressors and coping strategies. Journaling</p>

	https://health.rutgers.edu/medical-and-counseling-services/counseling-services/recovery-housing Student Affairs, TBA	
Week 5: October 2	Physical Wellness, part 1 <ul style="list-style-type: none"> • Understand the importance of physical wellness habits. • Explore evidence-based benefits of these habits. • Identify common barriers. • Connect with local and university resources for support. 	Check CANVAS for Assignments Physical Wellness https://www.youtube.com/watch?v=i1ko094IFNI Gamble, A., Economou, P., Swarbrick, M. (2024). Sports: A Natural Activity to Promote Wellness Habits for Young Adults. <i>Journal of Community and Applied Social Psychology</i> . Take Wellness Pulse Wellness Reflection Post # 2
Week 6: October 9	Physical Wellness, part 2 In-class Do Now Assignment <ul style="list-style-type: none"> • Identify the importance of Sleep • Review Movement and Nourishing the Body to enhance sleep • Identify the effects of sleep on Enhancing Immune Health • Increase awareness of how sleep, movement, and nutrition contribute to physical wellness and immune health. • Increase understanding of the connection between physical and emotional wellness. 	Check CANVAS for Assignments Wellness self-care handouts Jonikas, J., Swarbrick, M. A., Arnold, K., Brice, G. H. Jr., Cook, J. A. & Nemec, P. B. (2021) <i>Enhancing immune health</i> . Chicago, IL: University of Illinois at Chicago Center on Mental Health Services Research and Policy and Collaborative Support Programs of New Jersey, Inc. Modules 1-5 Accessible here: Instructions for which modules to review and associated activities can be found in Canvas https://www.center4healthandsdc.org/enhancing-immune-health.html Gardner, J., Wynne, E., Faria, A., Fisch, S., Hunter, C., Malkin, K., Miszczuk, D., Montalvo, A., Orbe, S., Reyes, C., Bennett, K., Brice, G., Chrome, A., Crilley, M., Palmeri, I., & Swarbrick, M. (2024). <i>Sensorizing your</i>

		<i>sleep habits: A guide to improved sleep quality</i> (Unpublished manual).
Week 7: October 16	<p>Environmental Wellness</p> <p>In-class Do Now Assignment</p> <ul style="list-style-type: none"> • Understand how physical environments impact wellness. • Explore habits that support environmental wellness. • Identify common barriers and strategies. • Connect with tools and resources to create safe, calming spaces. <p>Guest: TBA Environmental Club: https://rutgers.campuslabs.com/engage/organization/sea</p>	<p>Check CANVAS for Assignments</p> <p>Environmental Wellness https://www.youtube.com/watch?v=zKci82YcMs8 Nature on Prescription (NOP) https://www.ecehh.org/research/nature-prescription-handbook/ NOP Video https://www.ecehh.org/research/nature-prescription-handbook/ Rutgers Resources to explore</p> <ul style="list-style-type: none"> • Rutgers Gardens • Rutgers Woods • Rutgers Ecological Preserve • Rutgers Trails Map
Week 8: October 23	<p>Financial Wellness</p> <ul style="list-style-type: none"> • Understand key financial wellness habits. • Explore strategies to build financial skills. • Identify common barriers. • Connect with tools and resources for financial support. <p>Guest: Basic Needs</p>	<p>Check CANVAS for Assignments</p> <p>Financial Wellness https://www.youtube.com/watch?v=-benPEfAmDw</p> <p>Cook, J., Steigman, P., Burke-Miller, Jonikas, J., Brice, G. Cortez, C., Swarbrick, M. (2024). Building Financial Wellness: Randomized Controlled Trial of a Financial Education and Support Intervention. Psychiatric Services.</p> <p>ScarletSense, https://emnb.rutgers.edu/financialaidresources/</p>
Week 9: October 30	<p>Spiritual Wellness</p> <p>In-class Do Now Assignment</p> <ul style="list-style-type: none"> • Define spirituality broadly (values, purpose, meaning). • Understand the role of spiritual wellness in overall health. 	<p>Check CANVAS for Assignments</p> <p>https://www.youtube.com/watch?v=w8XaRnkO-Ko</p> <p>Wellness Activity Presentation: Students select activity and submit topic and description in Canvas.</p>

	<ul style="list-style-type: none"> • Explore habits that support reflection, purpose, and inner peace. • Identify common barriers and strategies. • Practice simple spiritual wellness techniques. • Connect with tools and community resources. • Review Pause and Breathe Practice 	<p>Work on Wellness Activity Assignment</p> <p>Mid-semester grade updates</p>
<p>Week 10: November 6</p>	<p>Intellectual Wellness</p> <ul style="list-style-type: none"> • Understand the importance of intellectual wellness habits. • Identify the role of intellectual wellness in overall health. • Explore habits that support curiosity, critical thinking, and lifelong learning. • Identify barriers and strategies. • Practice skills that promote intellectual engagement. • Connect with local and university resources for support. • Review Nourish the Mind Practice 	<p>Check CANVAS for Assignments</p> <p>Intellectual Wellness https://www.youtube.com/watch?v=TXRRed7AOaQ</p> <p>Take Wellness Inventory (3rd time)</p> <p>Wellness Reflection Post # 3</p>
<p>Week 11: November 13</p>	<p>Occupational Wellness</p> <ul style="list-style-type: none"> • Understand the components of occupational wellness. • Explore how daily activities, values, and routines contribute to wellness. • Identify common barriers and strategies. • Connect with tools and community resources to support meaningful time use. <p>Guest: Rutgers Career Exploration and Student Success</p>	<p>Check CANVAS for Assignments</p> <p>Occupational Wellness https://www.youtube.com/watch?v=xSYf8I7j0Cw</p> <p>Swarbrick, M. Cook, J., & Jonikas, J. (2022). Physical Wellness for Work - Revised. Freehold, NJ: Collaborative Support Programs of New Jersey Inc., Wellness Institute.</p> <p>Work on Wellness Activity Assignment</p>
<p>Week 12: November 20</p>	<p>Wellness Pulse Reflection Paper</p> <p>In class review Wellness Pulse Reflection paper assignment template.</p> <p>Review Wellness Activity Assignment in pairs .</p>	<p>Prepare Wellness Pulse Reflection Paper</p>

<p>Week 13: November 25 Thanksgiving Holiday</p>	<p>Zoom Session this week (Tuesday) Community Wellness</p> <ul style="list-style-type: none"> • Explore local community-based wellness activities, with a particular focus on volunteer opportunities that promote both personal wellness and community contribution. Review community-based wellness initiatives or volunteer opportunities. • Analyze how participation in this activity supports individual wellness. • Inspire local engagement as a meaningful part of their own wellness. 	<p>Check CANVAS for Assignment</p> <p>Wellness Pulse Reflection Paper Due November 26</p>
<p>Week 14: December 4</p>	<p>Last day of class Student Wellness-Activity Presentations</p>	<p>Students present a Wellness Activity that demonstrates their understanding and application of the 8 dimensions.</p> <p>Students complete the SIRS survey (student input and feedback on the course, materials, and instruction)</p>

COURSE POLICIES AND EXPECTATIONS

Attendance and Participation

Active participation is a vital component of this course. Students are expected to attend all scheduled class sessions and engage meaningfully in discussions and activities. Participation will be assessed primarily through consistent attendance. Full credit is earned by attending all sessions. Partial credit will be given based on the number of sessions attended. If you must miss a class due to illness, emergency, or other valid reasons, please notify the instructor in advance when possible. Excessive absences will impact your final grade and your ability to meet course objectives. Participation also includes being prepared, contributing to discussions, and demonstrating engagement with course materials and completion of asynchronous activities posted in CANVAS.

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.

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>.

Other concerns:

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/>

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>
- ScarletWell: <https://newbrunswick.rutgers.edu/scarletwell>
- 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/>