RUTGERS
School of Social Work

FIELD EDUCATION PRACTICUM II

SOCIAL WORK
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Syllabus/Course Overview

Catalog Course Description

Furthers learning of problem-solving skills and strategies begun in Field Education Practicum I and prepares students to enter the advanced field curriculum. Corequisite: 09:910:473.

Field Education Practicum II

Practice social work in agency settings under qualified professional educational supervision. Course includes internship service to client populations while learning generalist social work skills.

Course Overview

The primary purpose of the Foundation Practicum is to educate students to apply a generalist problem-solving approach within a person-in-environment perspective. Students use professional social work field instruction to advance learning and apply foundation knowledge, and social work ethics and values to their practice with clients and communities that enhance social well-being.

Place of Course in Program

This three-credit course is designed to provide the opportunity for the operationalization of foundation social work skills. This is accomplished in individualized Field Education Placements and these are arranged by the regional Field Education Offices. The Corequisite class course Social Work Practice II, which continues use of a problem-solving model for work with (organization and community) systems and considers implications for at-risk groups. Co-requisite: 19:910:509.

Goals and Expectations

Students develop an initial identification with the profession and are beginning to incorporate social work values in practice (e.g., they understand the value of self-determination for clients). Students are familiar with the NASW Code of Ethics and how it applies to social work. Students are punctual, conscientious about the use of time and presentation of their professional selves, and efficient in completing paperwork and other tasks in a timely way

Students are able to take a self-reflective stance on a beginning level and respond to constructive criticism or feedback in a positive way. They develop the ability to identify

Their own strengths and needs for learning. They plan for supervision by preparing an agenda and recording contacts with clients and other agency experiences.

Students develop an understanding of their field agency's mission and goals and its role within the social service community and neighborhood, as well as a basic understanding of the agency's structure, organization, and policies. Students are able to work within and interpret agency policies and regulations. Students learn about the generalist perspective with an emphasis on the problem solving approach to working with clients, and begin to apply this to the field setting.

Course Objectives

Understanding Core Competencies and Demonstrating Practice Behaviors:

1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

2. Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and

discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

4. Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and

economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable

about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

10: Generalist (RU SSW Specific): Liberatory Consciousness
Social workers identify how the development of a liberatory consciousness is a pre-condition for engaging in effective liberation and social justice work. Social workers recognize that all members of society have been socialized into various systems of oppression and that the development of a liberatory consciousness "enables humans to live their lives in oppressive systems and institutions with awareness and intentionality, rather than on the basis of the socialization to which they have been subjected" (Love, p. 470). Social workers understand and actively engage the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) in order to challenge oppression and promote social, racial and economic justice.

Social workers:

- practice Awareness by "noticing what happens in the world around" them and use this awareness to recognize and
  acknowledge stigma, discrimination, and oppression Love, p. 471);

- analyze "what is happening from a stance of awareness" (Love, p. 471) of oppression and consider a range of possible activities to promote greater social, economic and racial justice;
- act "to transform society" and "move to a more just world" and by encouraging and/or organizing others to take action, locating resources to empower others, and encouraging others to exercise their voice and power (Love, p. 472);
- hold themselves Accountable and practice in Allyship by working in collaboration and connection with others, disentangling patterns of internalized oppression (both internalized subordination and internalized domination), and remaining open to perspective sharing and analyses of inevitable mistakes and/or oppressive positions and/or behaviors.

V.   Readings

NASW Delegate Assembly (2014). Code of Ethics of the National Association of Social Workers. Retrieved from
http://socialworkers.org/pubs/code/code.asp

Rutgers School of Social Work, Master of Social Work Field Education Manual
http://socialwork.rutgers.edu/Current/Field.aspx

VI.   Course Requirements
METHODS OF INSTRUCTIONThis course uses a combination of practical learning through field placement tasks and supervision by the field instructor (or task supervisor.)

FIELD INSTRUCTOR AND STUDENT ROLES
The Field Instructor plays an active part in the learning process. Students can expect that the field instructor will convey clear, specific information about the field agency, social work practice, and social work values and ethics.
The student plays an active part in the learning process. As with all social work courses, participating in the process of the field educational experience is vital. It is expected that students will attend all scheduled field days and come to the field placement prepared to interact within the agency as agreed upon in the Learning Contract.

Students are expected to:
1. Participate in the Office of Field Education's introductory liaison meetings. Workshops and meetings will vary depending on the program format. Please speak to your specific program director or advisor for specific information.
   Intensive Weekend Students will be expected to attend pre field workshops and a Writing for Social Workers Seminar.
2. Obtain a score of 80 points or higher on the ethics post-test, found in the Canvas course shell.
3. Attend all scheduled field days, participate in weekly supervision, and complete a learning contract, Process Recordings, weekly timesheets, and a field evaluation over the course of the semester. Please be aware that the number of process recordings will vary depending on the program format. Please speak to your specific program director or advisor for specific information (Online, Intensive Weekend, Blended)
4. Adhere to the University's Policy on Academic Integrity as well as the NASW Code of Ethics.

ASSIGNMENTS
Written process or journal recording assignments are due at the designated times outlined by the Office of Field Education.

Resources for Writing
Publication Manual of the American Psychological Association. Washington, DC. APA.

Szuchman, L.T. & Thomlinson, B. (2004). *Writing with style: APA style for social wor*k. Belmont, CA: Brooks/ Cole.

VII. Grading

Grade Statement:
This course is graded as Pass/Fail.
Students are evaluated by their field instructors at the end of each semester/practicum.
Students who have been determined by their field instructor, field liaison and the Associate Director or Program Director (Traditional and Online MSW) in her or his field education office to have participated successfully in their field placements, completed

written assignments and who demonstrated foundation social work practice competencies, may receive a Pass for the semester.

Students who have been determined by their field instructor, field liaison and the Associate or Program Director (Traditional and Online MSW) of her or his field education office to not have participated successfully in their field placements, completed written assignments and who have not demonstrated foundation social work practice competencies, may receive a Fail for the semester.

Students are expected to attend all scheduled field days. Absences may occur due to unforeseen circumstances. The student must notify their field instructor in advance or as soon as possible about any absences. Missed field hours will be excused by the Field Instructor only for compelling reasons (e.g., illness, emergency, or other, to be determined by the field instructor); *notification does not automatically indicate an excused absence.*

Students are responsible for making up missed field hours and obtaining the approval of the Field Instructor and Associate Director or Program Director of Field Education if deemed necessary.

Grades:
P=Pass
F=Fail

VIII. <u>Course Evaluation</u>

Rutgers University surveys students about their experiences in field. This survey is completed by students during the last semester/practicum of the foundation field placement, and all answers are confidential and anonymous.

IX. <u>Assignments for Field Education Practicum II</u>

A. <u>Learning Contract</u>

All students in Field Education Practicum II complete a Learning Contract with their Field Instructor at the beginning of the first semester/practicum of their Foundation placements. The purpose of the Learning Contract is for the student and the Field Instructor to plan jointly for the assignments and learning to be accomplished during the year. The Learning Contract creates an understanding of expectations for both the student and the agency. It should be specific and measurable, including targeted dates for completion of tasks.

The Learning Contract is used as the basis for the end of semester/practicum evaluation. The Learning Contract provides a basis for accountability for both the agency and the student. It provides a guide to measure progress throughout the semester and year, and protects the student from having too much or too little to do in field placement.

The Learning Contract incorporates the CSWE's core competencies of social work education. Through field activities, students operationalize the practice behaviors that demonstrate their level of competence.

The Learning Contract template is available on Canvas and accessible to all field education students. Students download the document and complete it in conjunction with their Field Instructor. The Learning Contract is read and given a PASS or FAIL grade by the Field Liaison. If the Learning Contract is deemed to be unsatisfactory, the student is to redo it until it is approved by the liaison.

B.   **Process Recordings**

The forms and examples of process recordings and journal entries are found on Canvas. **The recording formats detailed in the *examples* on Canvas are the only acceptable formats**. The process recordings are all to be submitted via Canvas. This allows for efficient storage and tracking of all student work. Please note that the recordings submitted to Canvas are not required to include the Field Instructor's comments. Therefore, please do not wait for your field instructor's commentary to upload your process recordings. In addition to submission to Canvas, recordings are to be printed or sent electronically to the Field Instructor for comment and discussion during supervisory sessions**.** It is at the discretion of the agency to give students time to complete field recordings while at the agency (up to 1 hour per recording). If the nature of the work is such that this is not possible, then students must complete the recordings on their own time. **The recordings, with comments, will be reviewed by the Field Liaison at the agency visit.**

Purpose of Process Recordings
- Serves as the basic instrument in guiding learning, and helps students conceptualize and organize ongoing activities with client systems.
- Helps to clarify the purpose of an interview or activity, and the role of the student in it.
- Provides a basic tool for stimulating communication and self-awareness.
- Provides a base for both the student and Field Instructor to identify the student's strengths and areas for growth.
- Plays an important part in providing direction and a structural framework for the supervisory conference.
- Enables the Field Instructor to quickly assess the student's response to emotion, process and content.
- Reflects the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings.
- Provides "data" for end-of-the semester/practicum student evaluation.
- The writing of process recordings are an acquired skill. It takes time for most students to produce a recording that fits both the student's needs and the Field Instructor's objectives for learning.

Process recordings differ from agency recordings, such as case files, case notes or

medical records, and are not to be included in agency files.

Any encounter may be used for recording: individual sessions with clients, family or group meetings, professional contacts including agency staff, community, school, or service providers. It is expected that records will vary in detail, as some aspect of an interview, such as the beginning, might be highlighted for teaching purposes, while in another record the beginning might be summarized and another part of the interview written in detail to focus on supervisory work. A complete verbatim of an interview or meeting may also be expected.

Students should write a summary paragraph to pull together what was accomplished in the session and to identify future goals. A second paragraph should be written by the student critiquing the work before discussion with the Field Instructor. These two reflective paragraphs will also provide the student with items for the agenda for supervision.

Recording Requirements

Process recordings are to be done on a regularly scheduled basis, which is provided by the Office of field Education. There must be a consistent flow of submissions to prevent recordings being submitted all at once toward the end of the semester. Recording submissions will be periodically reviewed by the liaison. Students will be notified by email if they are falling out of compliance. Continued disregard for regularly submitting recordings will place students in jeopardy of failing.

- Foundation year (first year field placement, Field Practicum II)

*Traditional MSW Process Recording Submission Schedule

Month	Week 1	Week 2	Week 3	Week 4
December			1 Process Recording Due	1 Process Recording Due
January	1 Process Recording Due	1 Process Recording Due	1 Process Recording Due	1 Process Recording Due
February	1 Process Recording Due	1 Process Recording Due	1 Process Recording Due	1 Process Recording Due
March	1 Process Recording Due	1 Process Recording Due		

*Online MSW Process Recording/Journal Submission Schedule

Semester	Process Recordings Due
Fall/Spring	9
Summer	6

100% online students should refer to the Canvas course calendar for specific monthly due dates for Field Practicum 1I.

*Intensive Weekend MSW 14 Process Recordings due each Practicum.

Instructional Use of Recordings

Field Instructors: Field Instructors should read the student's recordings prior to supervisory conferences and prepare an agenda for teaching. Field Instructors should make comments on each recording, as they are useful for the student to review before and after conferences. Field Instructors should keep in mind that the use of recordings is intended to meet learning goals. For example, summary records require students to conceptualize their ideas. The student's effort to comment on the non-verbal content of a session will help develop awareness of their professional selves and their use of self as therapeutic agents. Assessment paragraphs increase the ability of the student to make assessments and diagnoses in a variety of situations.

Field Liaisons: The liaison will confirm that the student's weekly submissions are being made to Canvas. The liaison may choose to read the recordings to assist the student with an issue or question. Prior to visiting the student at her or his field placement, the liaison will review a sampling of the recordings in Canvas. At the visit, the liaison will review a portfolio of the student's recordings and other agency work, including time sheets and recordings with the Field Instructor's comments. The Field Liaison will make an assessment of the student's work and progress as well as the overall placement experience, and submit an Agency Visit Report to the regional field office.

C.   Timesheets

*Traditional BASW and MSW Field Practicum II students are expected to attend their Field Agency for 15 hours per week

*100% online students are expected to attend their Field Agency for 11.25 hours per week.

*Intensive Weekend MSW students are expected to attend field for 8-10 hours per week.

Time sheets are kept in an Excel workbook available to students on Canvas. The workbook is designed to calculate the student's hours and total them in a summary tab. At the end of each month, the student uploads to Canvas the same workbook with the various monthly hours added. This workbook will total the hours completed and be monitored by the Field Liaison. **Each month the timesheet is due no later than the 2nd business day of the next month for Traditional and Online MSW and the 5th business day of the month for the Intensive Weekend Program.**

D.   Field Portfolio
All students are required to maintain a portfolio of field materials throughout field placement in order to reinforce learning and to chronicle and illustrate their field experiences. The portfolio may include the following, depending on the year and area of concentration: attendance logs, journal entries, recordings, audio or videotapes, grant application forms, brochures, research notes, and samples of meeting notes.

It is expected that the Field Instructor will review recordings or other materials from the portfolio prior to supervision and prepare feedback. Field Liaisons are expected to review the portfolio as part of their assessment of the student's work and progress. Students who do not complete recording requirements for the semester will receive an F in their Field Practicum.

E.   Field Liaison Meeting

Liaisons conduct agency site visits to meet with the student and the Field Instructor at least once a semester for the traditional MSW and 100% Online program and once every four months for the Intensive Weekend MSW Program. Additional visits are scheduled and made, if necessary, through the identification of need by any party (student, field instructor, field agency administrator, and field education staff).

An agency visit report is electronically submitted for each field visit detailing student progress in meeting the core competencies through demonstration of practice behaviors.
The goals of the field site visit are to:
- Review the student's assignments and tasks (via the learning contract).
- Provide support for the student.
- Provide support for the Field Instructor.
- Discuss any issues that have arisen.
- Monitor that the student is receiving a quality field experience.
- Ensure that the student is receiving appropriate supervision (1 hour per week).
- Review the portfolio to verify that the student is completing the work and that the Field Instructor is commenting on process recordings.
- Discuss the integration of class and field work.
- Promote discussion of the student's performance, potential, and interests.
- Troubleshoot problems and difficulties.
- Compile an Agency Visit Report for Field Education faculty.

It is the responsibility of the Field Liaison, in consultation with the Field Instructor, to recommend the student field grades (pass or fail), while the final decision rests with the Associate Director or Program Director and Executive Director of Field Education.

F.   Field Evaluation

At the end of the semester/practicum, the student receives a field evaluation. The evaluation is completed by the Field Instructor with input from the student and task supervisor, if applicable. There are specific evaluation forms located on Canvas for the Foundation Practicum as there are distinct core competencies addressed in this field placement. The evaluation is based on the core competencies, practice behaviors and assignments specified by the Learning Contract. A grade of PASS or FAIL is recommended by the Field Instructor. *The evaluation is to be submitted by the student in CANVAS the due date indicated by the Office of Field Education.*

X.   Academic Integrity

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate

citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style, which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment…" and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***"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 non-textual material from other sources without proper attribution.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Patricia Findley. The student shall be notified in writing,

by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

XI. **Disability Accommodation**
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.