I. Catalog Course Description

This is the first half of two required sequential courses in the Professional Foundation Year. It provides the basic knowledge and skills as a foundation for the advanced practice curriculum. Using a problem-solving model in an ecological perspective, the course prepares students to apply a generalist practice perspective to systems of all sizes and levels. Essential values, concepts, and ethical considerations as they pertain to generalist social work practice are explored.

II. Course Overview

This course approaches social work practice from a generalist perspective using a problem-solving process, which engages individuals, families, small groups, organizations and the community, in the larger society. The problem-solving process is combined with an ecological perspective. Practice content includes the following skills: developing professional relationships; collecting and assessing data; defining problems; using appropriate practice research knowledge; goal-setting; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using empirical measurement to monitor and evaluate outcomes; and concluding intervention. Emphasis is given to facilitative and constraining effects of the social context surrounding practice. Special attention is given to human diversity and populations-at-risk, such as persons of color, women, and gays and lesbians.

III. Place Of Course In Program

This is the first of two generalist practice foundation courses. The course is co-requisite with Field Placement I, and is a prerequisite for both Social Work Practice II and Field Placement II.
The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. This course will assist students in developing the following competencies:

**Competency 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.

**Core Competency 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.

**Competency 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.

Competency 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.

Competency 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.

Competency 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.

**Competency 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.

**IV. Course Objectives**

Upon completion of the course students will have beginning competence to

1. Identify the purposes and objectives of social work practice;
2. Identify values and ethics that direct and guide practice;
3. Develop awareness of how personal attitudes influence professional practice; develop and monitor professional use of self, consistent with the professional value base;
4. Clarify and interpret professional roles in working with varying client systems, target systems, and contextual systems;
5. Apply the problem-solving process to social work practice with diverse population groups (women, people of color, the poor, transgender persons, gays and lesbians
etc.), targets of change and problem situations;

6. Demonstrate basic skills in each phase of the problem-solving process, including appropriate communication skills;

7. Discriminate among various skills and roles in the light of the agency’s mission and the goals of the client system;

8. Select and critically evaluate interventions in beginning generalist practice with individuals, families and groups by use of theory and empirical literature on practice;

9. Use a person-in-environment perspective to recognize and appraise the effects of context on their practice at various levels.

**School-Wide Learning Goal**

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

**V. Required Readings**

ISBN-10: 0134403347

Electronic Access to Online Resources will be given to Instructors by the Pearson Representative

*Chapters from these Supplemental Books posted electronically:*


Students also are expected to read other works drawn from a selection of additional books and journals. These readings are available on Sakai or ECompanion (determined by the professor). They will also be available on electronic reserve via the Rutgers University Library but each instructor will need to make sure access is given to your section. Assigned readings are listed alphabetically by title, with individual titles arranged on several consecutive web pages (to advance to the next screen, use the “next” and “previous” page buttons appear at the bottom of each screen). Please note that all of the role-plays and exercises are group together as one item under the umbrella title of “Class Exercises.”

Additional readings may be assigned at the discretion of the instructor.

VI. Course Requirements

Students in this course are expected to bring their case material to class as a way to integrate the theory and knowledge base with practice within the framework of social work values and ethics. All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice. All discussions in the class are confidential and will remain in the class.

To ensure that each student is successfully able to meet the course expectations, specific issues with your field setting need to be taken directly to your respective field liaison and/or field education office representative. If there are concerns about a student being able to successfully meet the expectation of the course, your instructor for your practice course reserves the right to contact your field instructor to determine if you are able to carry out your assignment. These are educational issues that directly impact a student’s ability to meet the educational objectives for this course.

Major Assignments:

1. Students will be expected to make a short oral presentation (approximately 10-15 minutes in length) to their colleagues on their agency, and develop a “one-pager” about their agency, together with agency brochures, for distribution to each member of the class. This assignment will begin on the 3rd day of class and will continue until all members of the class have had an opportunity to present.

2. Instructors will choose to give a series of pop or surprise quizzes, a midterm, or a mid-term paper that will comprise 40% of the final grade. Students are expected to come to class having done all of the required readings. The instructor should add the requirements here for the mid-term assignment.

3. The final assignment, due near the end of the semester, is a scholarly paper in which you are asked to present a case study from your field placement setting that demonstrates an understanding of the agency, and a beginning ability to understand and use the skills of engagement, goal setting, intervention, and evaluation with client systems. You are also
asked to apply theories learned during this course.

**Please Note: The professor reserves the right to contact the field instructor to determine if the student will be able to carry out the assignment.**

4. Participation in discussions with colleagues is an integral part of professionalism. Each student will be expected to present case material during class time, integrate it with the course readings and learning derived from other classes in the School, as well as to help in developing a facilitative class climate by assisting in other colleagues’ learning. Throughout the semester, students may also be assigned short homework assignments.

More detailed instructions about assignments will be distributed in a later class.

**Students’ Responsibilities:**

*Regular class attendance with active participation is expected.* When students participate actively in class discussions, learning is enhanced. Students are expected to come to all class meetings well prepared to participate actively in class discussions about assigned readings, as well as about case study and lecture materials.

*Attendance is required.* One point will be deducted from a student’s class participation score for each unexcused absence. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness or religious observances. It is imperative to notify the course instructor in advance of any anticipated class absence. Absences related to field or work responsibilities will not be excused nor will absences related to vacation travel. Five or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure.

Absence on the day of an in-class quiz or of your scheduled presentation will result in a “0” grade. No opportunities for make-ups will be given unless the student provides documentation of extenuating circumstances.

*Respect for others in the classroom.* As social work entails multiple and diverse perspectives and opinions, it is imperative that class members bring an attitude of openness to the learning process. Intellectual growth rests upon an atmosphere of mutual respect. This includes a willingness to non-judgmentally consider others’ experiences and ideas, to proactively voice your own professional perspectives and thoughts in a constructive, respectful manner, and to self-reflexively evaluate, and re-evaluate, one’s own views.

The use of cell phones (including text messaging), Blackberries, PDAs, or of any similar type of electronic device are not permitted in class. Please turn all such devices off prior to class. If there is a bona fide emergency and you need to leave your cell phone on, please turn it to “silent mode” and attend to the call in the hallway so that you will not disturb your colleagues.

Late papers will be penalized ½ a letter grade for each day they are overdue. Papers overdue by five days or more will not be accepted and will result in a “0” grade. Students
are urged not to wait until the night before the due date to write the paper as personal emergencies occurring three days or less before the due date will not be considered grounds for an extension.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. All of these tasks require excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. You must adhere to the style guidelines of the Publication Manual of the American Psychological Association (6th Edition). Failure to do so will result in substantial deductions from your paper’s grade. Quotation marks should be used for direct quotations and to delineate paraphrased material. If you are unsure of how to cite sources, please consult the instructor.

Remembe? that plagiarism is a serious offense and violates the University’s standards for academic integrity. Please be sure to review the section on Academic Integrity in Section X (p. 12) of the course syllabus, below.

Students are expected to conform to ethical standards described in Rutgers University guidelines (see School of Social Work Student Handbook) and the NASW Code of Ethics. The entire University Code of Conduct can be attained from the Student Judicial Affairs Office or on-line at http://www.rci.rutgers.edu/~judaff/code.htm. Rutgers Academic Integrity Policy Online: http://academicintegrity.rutgers.edu/

Writing assistance is available at the Rutgers’ Student Writing Center (732/932-1149). See below for additional writing and style guide resources.

Writing & Style Guide Resources:
- **Owl at Purdue/APA STYLE:** http://owl.english.purdue.edu/owl/section/2/10/
- **American Psychological Association (APA) Online Style Tips:** http://apastyle.apa.org/ (full access via Login to Rutgers University Libraries home page: http://www.libraries.rutgers.edu/)
- **RefWorks (Rutgers University Libraries Web-based Bibliography and Database Manager):** http://www.libraries.rutgers.edu/refworks
- **Rutgers Writing Program:** http://wp.rutgers.edu/

**Guidelines for Respecting and Maintaining Client Confidentiality:**

In employing client case history information from the field, it is imperative that client confidentiality be adequately safeguarded. In discussing case material, it is crucial that all client identifying information be effectively disguised (e.g., specific names, addresses, places of employment and/or schooling). In most instances, it is acceptable to refer to clients by first name (unless the name is very unusual) or by using the initial of a client’s actual last name. In addition, it is acceptable to name the general area/region in which a client resides and to describe the type of employment/schooling in which a client engages (unless this is very unusual), yet without revealing specific names or addresses of employers/schools. In presenting case material, it is also acceptable to mention clients’ ages and ethnic/racial background (i.e., general background information that does not reveal a client’s specific identity is acceptable). Also, please make sure to disguise the names of all collateral contacts, such as teachers, doctors, or home health aides.
Importantly, please check with your field instructor in order to be fully appraised of, and in compliance with, any specific confidentiality criteria/policies that may be required by your field site agency.

VII.  **Grading**

Computation of the final grade will be based on the following. Some instructors assign fewer points to the final assignment by having some short assignments or quizzes during the semester:

- 40%  Pop Quizzes (Or Midterm)
- 50%  Final assignment
- 5%   Class participation
- 5%   Class presentation and handout

Designation of letter grades for the course are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-91</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-81</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
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*Scores to be rounded up at .5

The University Code of Student Conduct (catalogue, pages 23-25, and online at http://www.rci.rutgers.edu/~judaff/code.htm) provides that the penalty for graduate students who cheat on examinations or who plagiarize material from any source (including electronic sources) may result in permanent expulsion from the University. Students are held to the honor code of the University for their own conduct, and they are expected to report others’ violations of academic integrity to their instructors.

VIII. **Course Evaluation**

Rutgers University issues a online survey that evaluates both the course and the instructor. Students complete this survey at the end of the semester, and all answers are confidential and anonymous. The instructor also may choose to add questions to the end of semester evaluation and/or to conduct an additional evaluation at mid-semester.

IX. **Course Outline and Required Readings**

UNIT 1: GENERALIST PRACTICE AND GENERALIST PRACTICE SKILLS

Week 1  Course overview, course requirements and class introductions

Week 2  Overview of social work and professional orientation
Chapter 1: Generalist Social Work Practice (pp. 1-19)
Chapter 2: Human Services Perspectives (pp. 20-46)


Chapter 3: Problem solving: A process for social work practice (pp. 66-80).

Chapter 7: Using the basic problem-solving process

Person-in-Environment/Ecological Social Work


Questions to guide preparation for class

1. What are the various levels of generalist practice?
2. What are the attributes of a profession?
3. Describe the relationship between a calling and professionalization?
4. What is meant by “person-in-environment”?
5. What are the components of the problem solving approach?

Week 3

Values and Ethics in Social Work Practice


Illustrations for Practice – Culturally Competent Practice


National Association of Social Workers. (NASW). (2007). Indicators for the

Questions to guide your preparation for class

1. What are the ethical standards for social work and why are they important?
   a. How many ethical standards can you name from memory?
   b. Do any seem like they would be more difficult to uphold than others?
2. What is the difference between legal and ethical standards?
3. What is cultural competence?
   a. What are the standards for culturally competent social work practice?
   b. Do the standards need to be applied differently based on cultural context of our client or client group?

Week 4: Generalist practice (GP): Multiple levels for problem-solving

Chapter 14: Expanding Opportunities (pp. 359-378)

Chapter 1: The frame of reference for social work practice (pp. 7-13).
Chapter 2: The philosophical base for structural social work practice (pp. 14-26).

Questions to guide preparation for class.

1. What are some of the ways social workers can impact macro issues such as lack of community resources, client services and/or societal issues like poverty?
2. What are the 4 components or quadrants of structural social work practice?
3. Contrast and compare strength-based versus the structural approach to social work.
4. How do postmodern, constructivist, social construction and deconstruction philosophies play a role in the structural perspective?

Week 5 Engaging Client Systems: Intake and Interviewing

The Empowerment Perspective

Miley, K. K., O’Melia, M. & Dubois, B. (2017). Generalist social work practice:
Questions to guide preparation for class

1. **Describe the components of empowerment practice and why this perspective is important.**
2. **How does a social worker develop collaborative relationships?**
3. **What is the importance of maintaining a global consciousness?**
4. **What is belief bonding and what are its components?**
5. **What is the role of boundaries in relationships?**
6. **What is tuning in, and why is it important?**
7. **How do you conduct your first interview with a child?**

**Week 6  **

**Communication and Use-of-Self: Maintaining Professional Relationships**

Chapter 7: Articulating Situations (pp. 149-176)
Chapter 8: Defining Directions (pp. 177-203)

Chapter 7: Critical consciousness for differential use of self (p. 195-228)

Illustration of Evidence-Based Practice:

Questions to guide preparation for class:

1. What are the types of communication engaged in by social workers?
2. What affects social worker-client communication?
3. What are the various ways social workers can respond to client communication? Client feelings?
4. How do we work best with mandated clients?
5. How do we assess and enhance client motivation?
6. When must we take “priority action.”?

UNIT II: ASSESSING AND INTERVENING USING VARIOUS THEORIES AND MODELS

Week 7 Assessing and Intervening with Individuals: A Generalist Perspective

Chapter 9: Identifying Strengths (pp. 204-235)

Chapter 4: Evidence for knowledge-guided assessments (pp. 93-129)

Chapter 13. Planning and implementing change-oriented strategies (pp. 359-398).

Questions to guide preparation for class:

1. What are the various types of interventions used by social workers?
2. How does one decide on particular interventions?
3. What is meant by “task centered?”
4. What are the various types of tasks that can be utilized in this kind of practice?

Week 8 Crisis Intervention

Chapter 13: Crisis Intervention (pp. 272-297)

Assessing for Suicide (Duty to Warn and Protect)

Chapter 3: Ethical Practice Toward Social Justice and Human Well-Being (pp. 65-73 – Suicide Risk Assessment)
**Week 9**

**Psychodynamic Theory**


**Questions to guide preparation for class:**

1. Come to class with written paragraphs each briefly describing psychodynamic theory, attachment theory, and ego psychology.
2. For which situations or client groups are these models most appropriate?

**Week 10**

**Behavioral Theory**


Chapter 6: Behavioral Theory (pp. 107-130)


**Cognitive-Behavioral Theory/Dialectical Behavior Therapy**


Chapter 7: Cognitive Theory (pp. 131-158)


Questions to guide preparation for class:

1. Come to class with one paragraph descriptions of behavioral therapy, cognitive behavioral practice, and dialectical behavior therapy.
2. For which client groups or situations might these models be best suited?

Week 11

Planning, Contracting, and Goal-Setting

Chapter 11: Framing Solutions (pp. 273-298).

Chapter 8: Intervention: Planning, contracting, evaluation (pp. 247-293). (Key focus on pp. 247-254).

Chapter 8: Setting culturally relevant goals (pp. 106-122)

Questions to guide preparation for class:

1) Why is goal setting so important?
2) What are qualities of good goals?
3) How does one establish goals that are culturally relevant?

*Illustration of Evidence-Based Practice:*


**UNIT III: UNDERSTANDING AND INTERVENING WITH FAMILIES AND GROUPS**

Week 12

Assessment and Intervention with Groups

Chapter 13: Creating Alliances (pp. 327-358)

Chapter 10: The preliminary phase in group practice (pp. 284-318).
Chapter 13: Working with the individual and the group (pp. 421-499).

Questions to guide preparation for class:
1. What are the various types of groups/group work?
2. What is meant by “mutual aid?”
3. What is important to consider when starting a group?
4. What are the various troubling behaviors that can disturb a group?

Week 13

Assessment and Intervention with Families

Chapter 7: Structural family therapy (pp.110-129).

Illustration of Evidence Based Practice:


Questions to guide preparation for class:

1. What are the basic principles and interventions of structural family therapy?
2. How might these models be modified for lesbian and gay families? African American families?

Week 14

Evidence-Based Practice and Evaluating Client Systems

Chapter 15: Recognizing Success (pp. 327-407)


Questions to guide preparation for class.
1. What are the components of evidence-based practice?
2. What are the strengths of evidence based practice?
3. What are its weaknesses?

**Week 15**

**Terminating with Client Systems**


Questions to guide preparation for class:

1. Why is good termination so important?
2. What are the components of a good termination process?

*Plan to complete University Class Evaluation (Online)*

X. **Academic Integrity Policy**

All work submitted in a graduate course must be your own.

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 nontextual 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 Antoinette Y. Farmer, 848.932.5358. 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.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination.

**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’ 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.

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

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