Supervision and Consultation – 19:910: 540

Master Syllabus

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

SCHOOL OF SOCIAL WORK

COURSE OUTLINE – MASTER SYLLABUS

19:910:540   Supervision and Consultation   Spring, 2019

Instructor:

Office Hours:

Email:

Phone

Catalog Course Description

Analysis of supervisory roles in human service organizations. Covers the three functions of supervision - supportive, educational and administrative. Course designed primarily for the first line supervisor but covers concepts and theories applicable to general supervision and management.

Course Overview

This advanced elective prepares students for the role of supervisor in human service organizations with particular emphasis on supervision of social workers providing direct service to clients. Theoretical and technical approaches to the educational, administrative and supportive functions of the supervisor, as well as issues of monitoring and evaluating worker performance are addressed. Issues posed by differences of gender, age, race, ethnicity and sexual orientation between supervisor and worker are also addressed.

Place of Course in Program

This course is an advanced year elective. Prerequisite is satisfactory completion of the Professional Foundation Year.

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior - Social workers engage in ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for 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.

 Competency 2: Engage Diversity and Difference in Practice: 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. 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 Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. 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 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: 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,

 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities - 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.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

- Learn the purpose and function of supervision in organizational contexts in relation to clients, workers, and the social work profession in both a clinical and managerial context.

- Demonstrate the ability to identify and perform the educational, supportive and administrative roles performed by supervisors.

- Be able to identify and diagnose the problems and stresses which accompany the transition from social work practitioner to social work supervisor.

- Demonstrate skills in analyzing and solving supervisory problems.

- Demonstrate an understanding of the principles associated with the assignment and delegation work and the monitoring and evaluation of the performance of workers.

- Learn how variations in age, gender, race and sexual orientation affect supervisory perceptions and practice.

- Learn how to incorporate social work values and ethics into supervisory practice and to exercise leadership in a supervisory context.

- Demonstrate an understanding of confidentiality and privacy principles as they relate to social work practice.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond. School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;

2. Engage Diversity and Difference in Practice; and

3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

WRITING ASSISTANCE

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

Contact: https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.

http://www.ncas.rutgers.edu/writingcenter

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus.

http://learn.camden.rutgers.edu/writing-assistance

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

By completing this course, you will satisfy the requirements for school-wide Learning Goal #1.

Required Texts, Supplemental Texts & Required Readings

Required Text: Kadushin, A. & Harkness, D. (2014). Supervision in Social Work (5th ed.). New York: Columbia University Press. -   Available for purchase at the Rutgers University Bookstore.

Supplemental Texts

Dolgoff, R. (2005). An Introduction to Supervisory Practices in the Human Services. Boston: Pearson Educational Services.

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2012). Management of Human Services Programs. Belmont, CA: Brooks/Cole.

Mathis, R. L. & Jackson, J. H. (2011). Human Resource Management. Cincinnati, OH: South-Western College Publishing.

 Munson, C. (2002). Clinical Social Work Supervision. (3rd Ed.). New York: Columbia University Press.

 Summers, N. (2010). Managing Social Service Staff for Excellence: Five Keys to   Exceptional Supervision. Hoboken, NJ: John Wiley and Sons

Tsui, Ming-sum. (2005). Social Work Supervision: Contexts and Concepts. Thousand Oaks, CA: Sage Publications

Required Readings

Required readings are denoted by an * indicating they are available in one or more of the following sources:

•In the text required for the course;

•In the course shell;

Other readings listed but not marked by a * are not required, but are presented for the   student's possible interest or further scholarship. These latter may or may not be available in the sources noted above but may accessed electronically through the Rutgers Library System.

Teaching Methods and Course Requirements

This course is taught in a hybrid format utilizing the learning management system Canvas and five (5) full day class sessions. A variety of teaching and learning methods will be utilized including, but not limited to, lectures, classroom and online threaded discussions, videos, class presentations, role plays and handouts. The instructor will be routinely available by phone and email before, between and after class sessions.

Students are expected to attend all classes and on-line sessions having read assigned materials and to be fully prepared for class discussions and assigned class activities. On-line discussion forums (on e-companion) are a required component of the class. Details on the dates and times of these sessions will be distributed prior to the first class.

Attendance at all classes is required. As this course is offered in a hybrid format with five (5) full day classes, missing one (1) class results in a loss for the student of 20% of the classroom time. If an absence is unavoidable due to exceptional circumstances, the student is required to contact the instructor prior to the absence.

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. If a student is expecting an emergency communication, the device must be placed in vibrate mode and the call taken outside the class room.

All assignments are to be completed by scheduled due dates. Late assignments will be accepted only with prior approval from the instructor and may be subject to reduction in grade.

1. Sessions will be conducted primarily on an interactive discussion basis, which incorporates readings.
2. Students will be expected to share incidents from their professional and/or fieldwork experience, which reflect effective or ineffective supervisory performance with application of conceptual course material to the incident.

3. Students will be expected to participate in class exercises including role plays, threaded discussions, case analyses and case presentations.

4. A mid-term take home examination will be required.

5. A class presentation will be assigned.

6. With respect to a final assignment, there will be a term paper of 10-15 pages, double-spaced with bibliography, focusing on either:

    A. An analysis of the behavior and performance of an actual supervisor whose practice is known to the student.
    B. A full elaboration on one of the topics in the course outline (the Instructor's prior approval of the specific topic is required).

Additional detail as to the assignments will be provided to students as the semester progresses.

Grading

Grades for Supervision and Consultation will be based on the following:

Online and In- Class participation: 15%

Midterm Exam = 30%

Class Presentation = 15% (to be assigned)

Final Paper = 40%

Grades for all MSW courses will be assigned based on the following percentage point cutoffs. Scores of .5 and above will be rounded up to the next whole number.

A   92-100

B+   87-91

B   82-86

C+   77-81

C   70-76

F   0-69

Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

Course Outline - Course Units, Weekly Topics, Readings and Assignments

Pre-Seminar Assignments Due by xxx

1.Prepare a not more than one-page paper briefly introducing yourself and describing your career goals, your current field placement and any prior employment experience.

   Post this paper in the course shell as a threaded discussion where indicated.

2. Prepare a one (1) page or so paper describing what you believe are the two or three most significant challenges tasks facing supervisors of human services programs

 today and why you think this is so. Please post this paper in the designated threaded discussion component.

3.Review other student's postings and be prepared to discuss at the first class session.

Session 1 – Subject: Introduction of course and participants, review of course objectives,

      requirements and assignments; overview of the ecology, history, ethics,

      principles, contexts and models of social work supervision.

Required Readings to be Completed Prior to Session One (marked with a *) along with readings suggested for further reference and scholarship.

Bernard, J. (2005). "Tracing the Development of Clinical Supervision". The Clinical Supervisor 24 (1-2), p. 3-21.

Copeland, P., Dean, R. & Wladkowski, S. (2011). "The Power Dynamics of Supervision: Ethical Dilemmas." Smith College Studies in Social Work 81 (1), p. 26-40.

Dolgoff, R. (2005) An Introduction to Supervisory Practice in the Human Services. Boston: Pearson Education, Inc. Chapter 3, pp. 24-38. *

Gallagher, C. (2013). "The Value of a Whistleblower: How to Build a Culture of
Ethics within Your Company". Supervision 74 (1), p. 24-25.

Kadushin and Harkness - Chapter 1.*

Kadushin and Harkness   Chapter 7 *

NASW CODE OF ETHICS (2019) - available online at [www.naswdc.org] - discussion on ethics with class participation related to supervision and consultation. *

Stanley, T. (2011). "Being an Extraordinary Supervisor". Supervision 72 (11). p.8-11.

Stanley, T. (2008). "Ethics in Action". Supervision 69 (4). P.14-16. *

Tsui, Ming-sum. (2005). Social Work Supervision: Contexts and Concepts.Thousand Oaks, CA: Sage Publications. Chapters 2, 3 & 4, Pages 17-61. *

Zachary, M. (2012). "Employment at Will and Public Policy". Supervision 73 (11), p.21-25 *

Session 2 – Subject: Administrative and Educational Functions of Supervision

Required Readings to be Completed Prior to Session Two (marked with a *) along with readings suggested for further reference and scholarship

Bainbridge, K. (2016). "Plan for Improved Performance". Supervision 77 (12).   P. 9-11

Cheme, F. ((2016). "Hiring So You Won't be Firing". Supervision 77 (11). P. 9-11 *

Dolgoff (2005).Chapter 9 & 14 pp. 103-119 & pp. 167-182 *

Edelman, A. (2018). "Congratulations! You're Fired!" Supervision 79 (12) p.3-5

Ennis, G. (2017). "What's it Going to Take to Get Him to Do It Right?" Supervision 78 (1). P.16 – 19.

Forte, J. (2018). "Give Feedback to Get Performance" Supervision 79 (1) P. 9-11*

Golensky, M. (2013). "I've Been Thinking About…Performance Reviews" Nonprofit World, 31 (1), p. 8-10.*

Hopkins.K. (2009). " Supervision, Development and Training of Staff and Volunteers" in The Handbook of Human Services Management edited by Patti, R. Thousand Oaks, CA: p. 283-294.

Kadushin and Harkness Chapters 2, 3, 4 & 5*

Lindo, D. (2010) "New Employee Orientation is Your Job". Supervision 71 (9) P. 15.11-15. * Mathis, R. & Jackson, J. (2008). Human Resources Management. Cincinnati: South Western College Publishing. Chapter 11, p. 324-356

McClatchy, S. (2013). "Hiring the Best". Supervision 74 (10), p. 16-17.*

Outlaw, D. (2015). "Motivate Workers with Training Opportunities" Nonprofit World, 33 (37), P. 14-15*.

Pike, B. (2014). "Ten Steps to Create Higher Performing Workplaces". Supervision 75 (2) P. 3-5

Ramsey, R. (2013). "The Fundamentals of Firing Unsatisfactory Employees". Supervision 74 (10) P. 13-14*.

Stanley, T., (2012). "Delegating for Success". Supervision 73 (4), P. 7-10).*

Stanley, T. (2014). "Poor Performance and Due Process Supervision 75(10) p. 9- 12.*

Weinbach, R. (2008). The Social Worker as Manager: A Practical Guide to Success. Boston: Pearson. Chapter 7, p. 163-195. *

Role Play Exercises + Class Presentation Assignments Distributed

Session 3 – Topics: Supportive Supervision, Volunteer Supervision, Group Supervision, Supporting Diversity in Supervision and Supervisory Style and Technique

Required Readings to be Completed Prior to Session Three (marked with a *) along with readings suggested for further reference and scholarship

Brimhall, K. & Barak,M. (2018). "The Critical Role of Workplace Inclusion in Fostering Innovation, Job Satisfaction and Quality of Care in a Diverse Human Service Organization". Human Service Organizations: Management. Leadership & Governance, 42 (5) p.474-492

Bell, R. (2010). "A Three Step Process to Save Troubled Employees from Themselves." Supervision 71 (11). P.3-6. *

Brudney, J. & Meijs, L. (2014). "Models of Volunteer Management: Professional Volunteer Management in Social Work"   Administration in Social Work 38 (3) p. 297-309

Hernandez, B., Stanley, B. & Miller, L. (2014). "Job Embeddedness and Job Engagement: Recommendations for a Supportive Social Work Environment". Administration in Social Work 38 (4) p. 336-347*.

Houlihan, A. (2016). "The New Melting Pot: Effectively Lead New Generations in the Workplace". Supervision 77 (6). P.3-5. *

Kadushin and Harkness - Chapters 6 and 9*

Kaufman, R. (2017). "How to Harness the Power of Praise". Supervision 78 (9) p.13-15.*

Lizano, E. (2015)." Examining the Impact of Job Burnout on the Health and Well-Being of Human Service Workers: A Systematic Review and Synthesis". (2015). Human Services Organizations: Management, Leadership & Governance. 39 (3) p.167-181.*

Lusk, M., Terrazas, S. & Salcido, R. (2017). "Critical Cultural Competence in Social Work Supervision" Human Services Organizations: Management, Leadership & Governance. 41 (5) p.464-476.*

Munson	Chapter 4	"Supervisor Styles," pp. 115-134.
	Chapter 6	"Technique in Supervision," pp. 149-184.
	Chapter 12	"Audiovisual and Action Techniques" pp.355-374.

Neustrom, J., Gardner, D. & Pierce, D. (2017). "A Neglected Supervisory Role: Building Self Esteem of Workers" 79 (8) p. 8-11.:

Rafe, S. (2013). "Motivating Volunteers to Perform". Nonprofit World 31 (5), p. 18-19.*

Ramsey, R. (2013). "Dealing With Disengaged Workers". Supervision 74 (11). P. 9-12.

Ramsey, R. (2013). "Supervising Volunteers is Different". Supervision 74 (12), p. 3-5.

Ramsey, R. (2015). "Getting the Most from Today's Millennials in the Workforce". Supervision 76 (11), p. 3-5.*

Seldon, S.& Sowa, J. (2015). "Voluntary Turnover in Nonprofit Human Service Organizations: The Impact of High Performance Work Practices". Human Service Organizations:".39 (3) P. 182- 207.

Stanley, T. (2011). "Watch out for Job Burnout". Supervision 72 (9) p. 9-12.

Yoon, J. & Hyun, J. (2017), "Determinants of Turnover Intention in Social Workers: Effects of Emotional Labor and Organizational Trust". Public Personnel Management 46 (1) p.41-65.

Scheduled Class Presentations & Role Play Exercises

Mid-Term Take Home Examination Issued

Session 4 – Subjects: Various Administrative and Legal Issues, Time Management,

Supervision in Various Practice Settings; and, the Supervisor as Leader

Required Readings to be Completed Prior to Session Four (marked with a *) along with readings suggested for further reference and scholarship

Benzel, D. (2008). "Lead Through Listening". Supervision 69 (6). P.14-15.*

Evans, N. & Barone, M. (2016). "Innovative Leadership: Why EQ is as Important as IQ". Supervision 77 (10). P. 3-5.

Fisher, E. (2009). "Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies". Administration in Social Work 33 (4). P. 347-367.

Goleman, D. (2000). "Leadership That Gets Results". Harvard Business Review, 78 (2): 78-90. *

Kumlie, J. & Kelly, N. (2018). "Leadership Versus Management" .Supervision 79 (1), P.6-8.*

Lewis, J., Lewis, M., Packard T. & Souflee, F. (2007   Management of Human Service Programs. Belmont, CA: Brooks/Cole. Chapters 1 & 11 *

Mathis, R. (2013). "The Organized Supervisor: Four Steps to Better Organization." Supervision 74 (5), P.24-26. *

Munson: Chapters 11, 13 & 14

Nefer, B. (2008). "Supervising Friends: A Delicate Balance". Supervision 69 (10). P. 12-14.

Ramsey, R. (2014). "Supervising Workers with Disabilities". Supervision 75 (1). P. 11-13.*

Ramsey, R. (2016). "Ten Ways Supervisors Get More Done". Supervision 77 (12). P.17-19.*

Summers, N. (2010). Managing Social Service Staff for Excellence: Five Keys to Exceptional Supervision. Hoboken, NJ: John Wiley and Sons. Chapter 4, P. 55-73.*

Zachary, M (2018) "Addressing Forms of Workplace Violence – Assaults and Abusive Behavior". Supervision 79 (10) p. 1-11

Zachary, M.K. (2010). "Labor Law for Supervisors: Social Networking Sites in Employment Cases". Supervision 71 (11). P. 21-24.*

Scheduled Class Presentations

Session 5 – Subjects: Evaluation of Supervisory Practice, the the Supervisor's Role in Labor Relations, Maintaining and Harassment and Discrimination Free Work Environment, and Course Summary

Required Readings to be Completed Prior to Session Five (marked with a *) along with readings suggested for further reference and scholarship

Mathis, R.L. & Jackson, J.H. (2011). Human Resource Management. Cincinnati, OH: South-Western College Publishing Chapters 5 & 16. *

Ogbonna, E. & Harris, L. (2006). The Dynamics of Employee Relationships in an Ethnically Diverse Workforce. Human Relations 59 (3), 379-407. *

Ramsey, R. (2013). "What to Do About Bullying in the Workplace". Supervision 74 (2), p.3-5.

Rosenberg, J. & Rosenberg, S. (2006). Do Unions Matter? An Examination of the Historical and Contemporary Role of Labor Unions in the Social Work Profession. Social Work 51 (4): 295-302 *

Shier, M., Nicholas, D., Graham, J. & Young, A. (2018). "Preventing Workplace Violence in Human Services Workplaces: Organizational Dynamics to Support Positive Interpersonal Interactions Among Colleagues". Human Services Organizations: Management, Leadership & Governance, 42 (1) p.4 – 18.

Stanley, T.' (2010). "Union Stewards and Labor Relations" Supervision 71 (2). P. 3-6.

Zachary, M. (2009). "Labor Law for Supervisors: Threats and Retaliation". Supervision 70 (5). P. 22-26.

Zachary, M. (2018). "Addressing Forms of Workplace Violence – Assaults and Abusive Behavior" Supervision 79 (10). P. 1-11

Scheduled Class Presentations

Distribution of Final Examination or Paper

XI.   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 Laura Curran, at lacurran@ssw.rutgers.edu. 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.

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.