19:910:595   METHODS OF SOCIAL WORK RESEARCH II   Fall 2019

Instructor:
Email:

CATALOG COURSE DESCRIPTION

Quantitative and qualitative evaluation of agency programs and individual practice. Participation in hands-on individual and/or small-group research projects to experience all phases of the research process.

COURSE OVERVIEW

This course, building on the content of Research I, is designed to enable students to apply the methods of social research to the evaluation of social work macro and micro practice (including individual practice) and programs. Students are expected to become familiar with issues related to the design, monitoring, and assessment of social work programs and interventions, using both quantitative and qualitative methods. Through assignments, readings, and class exercises, the course provides a more in-depth preparation for the three research roles of 1) evaluator of practice, 2) evaluator of programs, and 3) producer of research.

PLACE OF COURSE IN PROGRAM

This course is the second of two research courses, required of all students. Pre-requisite is satisfactory completion of the Professional Foundation Year. This course is part of the Advanced Year Curriculum.

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.*

Building on Research I, this course will assist students in developing the following competencies:

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.

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.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice and engage in policy practice, it has been selected be to part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the Single System Research Design Project, has been designed to assess your attainment of these competencies.

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:

- Use one's practice experience and research literature to critically analyze the strengths and limitations of practice interventions
- Select and use appropriate methods for evaluation of outcomes;
- Apply critical thinking to the analysis and interpretation of evaluation data
- Translate and present evaluation data to various stakeholders/audiences

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

REQUIRED TEXT

Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program Evaluation: An Introduction to an Evidence-Based Approach* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.

Students also are expected to read other works from a selection of books and journals. These readings are on electronic reserve in the Rutgers library. To access them while on the library website (https://www.libraries.rutgers.edu), just type in the course number.

Other Materials and Resources:

Sofa (Statistics Open For All). This is a simple free stat program that you will use for statistical analysis of your evaluation data. There are versions available for both PCs and Macs. You can download it at: http://www.sofastatistics.com/home.php

Human Services of Southern New Jersey (HSSNJ): a virtual agency that may be used for your program evaluation assignment if you do not have an agency to use. It has data from programs that can be used for analysis. The site can be found at: http://humanservicesnj.weebly.com

Highly Recommended:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association.

Rubin, A. (2013). *Statistics for Evidence-Based Practice and Evaluation* (3rd ed.) Belmont, CA: Thomson Brooks/Cole

Weinbach, R.W. & Grinnell, R.M. (2015). *Statistics for Social Workers* (9th ed.) Boston: Pearson Education, Inc.

COURSE REQUIREMENTS

In general, the student is expected to:

1. Read assigned work and be prepared to discuss the readings;
2. Participate in all course exercises;
3. Complete all written assignments.

Specific assignments are:

1) **Course Exercises**: will be based on assigned readings, and lectures. They entail aspects of evaluation as well as practice using *Sofa*.

2) **IRB Case**: You will read and analyze an *IRB Case* by taking a short quiz to demonstrate knowledge of ethical issues in social work research.

3) **Written Assignments**: There will be **two graded, written assignments** to be completed during the semester.

   a. For the first assignment, students will be asked to complete a single-system evaluation project.
   b. The second assignment will require students to conduct a program level evaluation as part of a group or individually. Specific guidelines for these assignments will be distributed by the instructor.

All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association (6th Edition)*. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar will be considered in grading.

4) **Two short quizzes** will be given during the semester based on readings and lectures.

5) A *short (5 min.)* **presentation** based on your final paper.

GRADING

The School of Social Work grading scale is as follows:

A   92-100
B+   87-91
B   82-86
C+   77-81
C   70-76
F   0-69

*Scores to be rounded up at .5

Criteria for grading are as follows:

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Satisfactory participation in discussions and exercises.

Grading for this course is as follows:

Participation in discussions and self-assessment	10%*
Completion of exercises	10%
IRB case	10%
Two short quizzes (10% each)	20%
Single-system research paper	20% **
Program evaluation paper	20% **
Presentation	10%

No credit will be given for late discussions.

**Please note that Canvas uses Turnitin, an internet plagiarism detection service that checks student papers. Its findings may negatively affect your grade.

FORMAT OF THE COURSE

Each class session will consist of two or more of the following:
- Lecture
- Discussion
- A class exercise, team exercise, or quiz

Assignments and short exercises will be posted under each ***Module***.

COURSE EVALUATION

Rutgers University issues a survey that evaluates both the course and 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. Due dates not listed here will be posted with the assignments

Activity	Description	Due
Module 1: **9/3/19**	**What is Program Evaluation?**	
Required Readings	●Royse et al, Ch. 1: Introduction ● Gambrill, E. (2015). Avoidable Ignorance and the role of Cochrane and Campbell reviews. *Research on Social Work Practice*, 25(1) 147-163 ●Secret, M., Abell, M.L. & Berlin, T. (2011). The promise and challenge of practice-research collaborations: Guiding principles and strategies for initiating, designing, and implementing program evaluation research. *Social Work,* 56 (1), 9-20.	
Lectures	Welcome to Research I Chapter 1 Lecture	
Activity **Discussion**	Introduce yourself to the class What kinds of evaluations does your agency conduct?	**9/3/19** **9/9/19**
Module 2: **9/10/19**	**Ethical Issues in Program Evaluation**	
Required Readings **Suggested Readings**	● Royse et al, Ch. 2: Ethical Issues in Program Evaluation ● Silva-Martinez, E. & Murty, S. (2011). Ethics and cultural competence in research with battered immigrant Latina women. *Journal of Ethnic & Cultural Diversity in Social Work*, 20(3), 223–239. http://dx.doi.org/10.1080/15313204.2011.594994 ●Weeden, M.R. (2012). Ethics and on-line research methodology. *Journal of Social Work Values & Ethics,* 9(1), 40-51.	
Lectures **Resources**	Chapter 2 Lecture The Tuskegee Experiment http://www.youtube.com/watch?v=6HWIy4E2l64 U.S. Government Apologizes https://www.youtube.com/watch?v=jJ2nEUQQhWk NASW Code of Ethics http://socialworkers.org/pubs/code/default.asp	
Discussion	Ethical and cultural competence	**9/16/19**
Assignment	Complete IRB case	**9/16/19**
Module 3: **9/17/19**	**Types of Evaluations: Single-System Evaluations**	
Required Readings	● Royse et al, Ch. 6: Single System Research Designs.	

Activity	Description	Due
Suggested Readings	● Swank, J.M., Shin, S.M., Cabrita, C., Cheung, C., & Brittany Rivers, R. (2015). Initial investigation of nature-based, child-centered Play Therapy: A Single-case design, *Journal of Counseling & Development*, 93(4), 440-450. ● Ray, D.C. (2015). Single-Case Research Design and Analysis: Counseling Applications. *Journal of Counseling & Development*, 93(4), 394-402. DOI: 10.1002/jcad.12037	
Lectures	Chapter 6 Lecture	
Activity	Single-system Evaluation Milestone	**9/23/19**
Assignment	Single-System exercise	**9/23/19**
Module 4: **9/24/19**	**Types of Evaluations: Needs Assessments**	
Required Readings **Suggested Readings**	●Ch. 3: Needs Assessment ●Calheiros, M. & Patrício, J. (2014). Assessment of needs in residential care: Perspectives of youth and professionals. *Journal of Child & Family Studies*, 23 (3), 461-474. ●Ellison, Marsha L.E., Mueller, L., Smelson, D., Corrigan, P. W., Stone, R.A.T., Bokhour, B.G., Najavits, L.M., Vessella, J.M., & Drebing, C. (2012). Supporting the education goals of post-9/11 veterans with self-reported PTSD symptoms: A needs assessment. *Psychiatric Rehabilitation Journal*, 3(3), 209-217.	
Lectures **Discussion** **Activity**	Chapter 3 Lecture Identify a social service need in your community and then discuss various ways in which this need could be documented (from Royce et al, p. 88). Team meetings	**9/30/19** **Ongoing**
Module 5: **10/1/19**	**Types of Evaluations: Formative and Process**	
Required Readings **Suggested Readings**	● Ch. 5: What are Formative and Process Evaluation? ● Akin, B.A., Bryson, S.A., Testa, M.F., Blasé, K.A., McDonald, T., & Melz, H. (2013). Usability testing, initial implementation, and formative evaluation of an evidence-based intervention: Lessons from a demonstration project to reduce long-term foster care. *Evaluation and Program Planning*, 41, 19–30. ● Serowoky, M.L., George, N., & Yarandi, H. (2015) Using the program logic model to evaluate ¡Cuídate!: A sexual health program for Latino adolescents	

Activity	Description	Due
	in a school-based health center. *Worldviews on Evidence-Based Nursing*, 12(5), 297-305 ● Rowan, M.S., Mason, M., Robitaille, A., Labrecque, L., & Tocchi, C.L. (2013). An innovative medical and dental hygiene clinic for street youth: Results of a process evaluation. *Evaluation and Program Planning*, 40, 10–16.	
Lectures **Activity** **Assignment**	Chapter 5 Lecture Team meetings Program Level Evaluation Milestone 1: Logic model and client path flow Final paper topic due	**Ongoing** **10/7/19** **10/7/19**
Module 6: **10/8/19**	**Types of Evaluations: Client Satisfaction Studies; Cost Approaches**	
Required **Readings** **Suggested** **Readings**	● Ch. 7: Client Satisfaction Studies ● Ch. 10: Cost Effectiveness and Cost Analysis ● Fraser, M.W., & Wu, S. (2016). Measures of consumer satisfaction in social welfare and behavioral health: A systematic review. *Research on Social Work Practice*, 26(7), 762-776. ● Kuklinski, M.R., Briney, J.S., Hawkins, J.D., & Catalano, R.F. (2012). Cost-benefit analysis of communities that care outcomes at eighth grade. *Prevention Science*, 13, 150–161.1.	
Lectures **Activity** **Assignment**	Chapters 7 & 10 Lectures Team meetings Program Level Evaluation Milestone 2: Evaluation Research question and hypothesis	**Ongoing** **10/14/19**
Module 7: **10/15/19**	**Group Research Designs**	
Required **Readings** **Suggested** **Readings**	● Ch. 9: Group Research Design ●Holosko, M.J. (2010). What types of designs are we using in social work research and evaluation? *Research on Social Work Practice*, 20(6) 665-673. ●Coalition for Evidence-Based Policy (2014). Which Study Designs Are Capable of Producing Valid Evidence About A Program's Effectiveness? Author. http://files.eric.ed.gov/fulltext/ED558064.pdf	
Lecture **Activity** **Discussion** **Due**	Chapter 9 Lecture Team meetings On research designs **Quiz 1**	**Ongoing** **10/21/19** **10/21/19**
Module 8: **10/22/19**	**Qualitative and Mixed Methods**	

Activity	Description	Due
Required Readings **Suggested Readings**	●Ch. 4: Qualitative & Mixed Methods in Evaluation ●Teater, B.A. (2011). A qualitative evaluation of the Section 8 Housing Choice Voucher Program: The recipients' perspectives. *Qualitative Social Work*, 10(4), 503–519. ● Redfern, J., Santo, K., Coorey, G., Thakkar, J., Hackett, M., Thiagalingam, A., & Chow, C. (2016). Factors influencing engagement, perceived usefulness and behavioral mechanisms associated with a text message support program. PLoS ONE 11(10):e0163929. doi:10.1371/journal.pone.0163929	
Lectures	Chapter 4 Lecture	
Due	**Single-system paper**	**10/28/19**
Assignment	Team meetings with Instructor	
Module 9: **10/29/19**	**Sampling**	
Required Readings **Suggested Readings**	●Ch. 8: Sampling ●Miller, P.G., Johnston, J., Dunn, M., FRY, C.L., & Degenhardt, L. (2010). Comparing probability and non-probability sampling methods in ecstasy research: Implications for the internet as a research tool. *Substance Use & Misuse*, 45:437–450. ●Pettus-Davis, C., Grady, M.D., Cuddeback, G.S., & Scheyett, A. (2011). A practitioner's guide to sampling in the age of evidence-based practice: Translation of research into practice. Clinical Social Work Journal, 39 (4), 379-389	
Lecture	Chapter 8 Lecture	
Activity **Assignment**	Team meetings with Instructor Program Level Evaluation Milestone 3: Sampling	**11/4/19**
Module10: **11/5/19**	**Measurement Tools and Strategies; Instruments**	
Required Readings **Suggested Readings**	●Ch. 11: Measurement Tools and Strategies ●Ch. 12: Selecting the Best Evaluation Measure for Your Project ●Braverman, M.T. (2013). Negotiating measurement: Methodological and interpersonal considerations in the choice and interpretation of instruments. *American Journal of Evaluation*, 34(1) 99-114 ●Cassidy, M.A., Lawrence, E.C. , Vierbuchen, C.G., & Konold, K. (2013). Family Inventory of Resources and Stressors: Further examination of the psychometric properties. *Marriage & Family Review*, 49:191–211.	

Activity	Description	Due
Lectures **Resources** **Discussion**	●Hayes, E-R, & Swim, J.K. (2013). African, Asian, Latina/o, and European Americans' responses to popular measures of sexist beliefs: Some cautionary notes. *Psychology of Women Quarterly,* 37(2) 155-166. Chapters 11 & 12 Lecture Rutgers Univ. library: http://libguides.rutgers.edu/content.php?pid=363058&sid=2976215 Choosing a measurement instrument	**11/11/19**
Module 11 11/12/19	**Data Analysis**	
Required Readings **Lectures** **Resources** **Activity** **Assignment**	●The Pell Institute: Evaluation Toolkit: Analyze Data: http://toolkit.pellinstitute.org/evaluation-guide/analyze/ ●Trochim, William M. The Research Methods Knowledge Base: Analysis, 2nd Edition. Internet WWW page, at: http://www.socialresearchmethods.net/kb/analysis.php Data Analysis Lecture Videos on using *Sofa* Team meetings Data Analysis Exercise	**Ongoing** **11/18/19**
Module 12: 11/19/19	**Data Analysis (Cont.)**	
Required Readings **Resources** **Activity Assignment**	● Patel, K., Auton, M.F., Carter, B., Watkins, C.L., Leathley, M.J., Thornton, T., Lightbody, C.E., & Hackett, M. (2016). Parallel-serial memoing: A novel approach to analyzing qualitative data. *Qualitative Health Research*, 26(13), 1745-1752. ● McCarthy, C.J., Whittaker, T.A., Boyle, L.H. & Eyal, M. (2017). Quantitative approaches to group research: Suggestions for best practices, *The Journal for Specialists in Group Work*, 42(1), 3-16, DOI: 10.1080/01933922.2016.1264520 Videos on using *Sofa* Team meetings Program Level Evaluation Milestone 3: Data Analysis	**Ongoing** **12/2/19**
11/25-11/29/19	Thanksgiving week	
Module 13: 12/3/19	**Issues in Evaluation**	

Activity	Description	Due
Required Readings	● Ch. 13: Pragmatic Issues ● Dettlaff, A.J. & Fong, R. (2011). Conducting culturally competent evaluations of child welfare programs and practices. *Child Welfare,* 90 (2), 49-68. ● Sloboda, Z., Stephens, P., Pyakuryal, A., Teasdale, B., Stephens, R.C., Hawthorne, R.D., Jesse Marquette, J., & Williams, J.E. (2009). Implementation fidelity: the experience of the Adolescent Substance Abuse Prevention Study, *Health Education Research*, 24(3), 394- 406.	
Lectures	Chapter 13 Lecture	
Activity Discussion Due	Team meetings Treatment Fidelity **Quiz 2**	**Ongoing 12/9/19 12/9/19**
Module 14: 12/10/19	**Writing Evaluation Reports;**	
Required Readings	● Ch. 14: Writing Evaluation Proposals, Reports, and Journal Articles ● Bronstein, L.R. & Kovacs, P.J. (2013). Writing a mixed methods report in social work research. *Research on Social Work Practice*, 23(3), 354-360 ● Zimmerman, K., Hurtig, J., & Small, E. (2008). Stage 3: Writing an evaluation report, in *Tools of the Trade: A CWIT Guide to Participatory Evaluation*. The Center for Research on Women and Gender. University of Illinois at Chicago. https://crwg.uic.edu/files/2014/07/05_EvalGuide_STAGE3.pdf	
Lecture	Chapter 14 Lecture	
Due	**Final evaluation paper**; *Check paper with Grading Rubric*	**12/13/19**
Module 15: 12/17/19	**Presentations**	
Due **Due**	Team class presentations Self-Assessment	**12/19/19** **12/19/19**

<u>ACADEMIC INTEGRITY</u>

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.

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 or paper].***

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.

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.   Please make sure you indicate the campus where you are taking your courses on this form.

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.