

COURSE SYLLABUS

CLINICAL SOCIAL WORK: FAMILIES

19:910:519: SECTION #

INSERT SEMESTER & YEAR

INSERT BUILDING AND ROOM #

INSERT CLASS DAY AND TIME

Instructor:

Phone:

Email:

Office Hours: By appointment.

I. CATALOG COURSE DESCRIPTION

Advanced practice with family systems, with an emphasis on systems-analytical perspective that includes enviroing systems as well as internal dynamics of the family system. Differential use of the major theoretical approaches in family therapy. Emphasis on a social work framework and on such traditional family social work techniques as advocacy, brokerage, and provision of concrete services.

II. COURSE OVERVIEW

This course provides in-depth level, theory and advanced clinical practice for social work with the diverse family configurations (including single, reconstituted, gay/lesbian families) that social workers encounter in agency-based practice. The course will include lecture, discussion, role-playing, written case materials, and videotaped clinical interviews.

III. PLACE OF COURSE IN THE PROGRAM

This course is an elective offered as part of the Clinical Social Work concentration curriculum and is ideal for students who wish to deepen their knowledge and expand their skills in working with families. Satisfactory completion of the Professional Foundation is a prerequisite and it is recommended that students be placed in a field setting that has opportunity for work with families.

IV. COURSE GOALS

1. To acquire an understanding of a variety of theoretical approaches to family therapy and be able to assess their applicability to a range of families including those that are single parent, minorities of color, and gay and lesbian.

2. To develop the ability to differentially use one's professional self to intervene with families using an anti-oppressive stance while drawing on current supported theories of practice and research.
3. To be able to complete an intergenerational family assessment through the use of a genogram and understand the use of the family of origin as a resource for change.
4. To be able to identify the structural patterns in the family, have a culturally sensitive ability to assess dysfunctional patterns and knowledge of appropriate intervention methods to alter family structure.

V. REQUIRED TEXT

Nichols, P. M., with Davis, D. S. (2017). *Family Therapy: Concepts and Methods* (11th ed.). Hoboken, NJ: Pearson Education. (ISBN-13: 978-0133826609)

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

VI. COURSE ASSIGNMENTS & REQUIREMENTS

Student Expectations:

1. **Read all required and specifically assigned readings.**
2. Attend all classes, and participate in class discussions and exercises. **Students with more than two absences will drop a letter grade for each absence (3=B).**
3. Demonstrate, in class sessions and in the assignments, that they have read the readings, can relate readings and class material to their field experiences, and have sought out empirical evidence for the validity of various theories and the effectiveness of various intervention approaches.
4. Adhere to the University's Policy on Academic Integrity as well as the NASW Code of Ethics.

Use of electronic devices

All cell phones, tablets, and laptops must be silenced and **stored out-of-sight before class begins. Use of cell phones and laptops is prohibited in the classroom. Texting during class is NOT allowed.** Notetaking on a laptop needs advance approval from the instructor. Failure to comply with these rules (along with any rude behavior) will result in point deductions in grade for class participation and you may be asked to leave class at the instructor's discretion.

Assignment Requirements

Written assignments are due at the beginning of class (before the instructor begins the session). Late papers/assignments/exams will be accepted only in very unusual and compelling circumstances and only if cleared with the instructor in advance. Late papers/assignments not arranged in advance will receive a grade of zero. A late assignment will lose 10 points for each day it is late.

Students who do not complete required assignments (including exams) will be given a failing grade on those assignments unless the instructor agrees to late receipt of the work because of serious illness or other compelling reasons, and a definite plan for completion of missing work is agreed upon in advance by the instructor and the student. Absence on the due date for an assignment or scheduled presentation will result in a 0 grade. No opportunities for make-ups or extensions will be given unless the student provides documentation of extenuating circumstances.

Written assignments must be typed using Times New Roman in 12-point font. You must also number pages, double space, use one-inch margins, use formal English, and use the *American Psychological Association (6th Ed.)* style of documentation and citation.

Papers should be carefully proofread before submission for problems in grammar, syntax, spelling, formatting, typographical errors, or other problems which impede clarity of communication. Problems in these areas will result in substantial deductions from your paper's grade.

Plagiarism, cheating, sabotage or any other violation of academic or professional standards for ethical behavior will not be tolerated, and will result in failure for the assignment and course. All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice.

Assignment Integrity Statement

Plagiarism, cheating, lying, sabotage or any other violation of academic or professional standards for ethical behavior will not be tolerated, and will result in failure for the assignment and course. Plagiarism includes lack or inaccuracy of citation. See Academic Integrity section below.

ALL assignments should include the following:

On my honor, I have neither received nor given any unauthorized assistance on this assignment. Signed by _____ . (Inserted typed name is acceptable for electronic papers).

Course Assignments:

A. Brief Discussion Papers (10 pts. ea.)	30%
B. Genogram & Analysis	25%
C. Final Paper	35%
D. Class Participation and Attendance	10%

A. Brief Discussion Papers (3 papers, 10% each)

Students will do three reaction/discussion papers, 2-3 pages in length (not including bibliography), answering specific questions related to the readings. The questions can be

found in section IX where the specific readings are listed. They will use these papers to prepare for class discussions and will submit them for grades at the end of the class they are due. Papers must have proper citations and references in APA style. Include page numbers. Abstracts and running heads are not necessary.

B. Genogram Assignment

Students will construct a three-generation genogram of a family presenting for therapy and then write a 5-8 page analysis of the family system as depicted on the genogram. Ideally you will use a case from your field placement. You may also create a fictionalized family or use the list of movie families found on the course site for ideas. Do not use your own family.

The Genogram:

1. Create a three-generation genogram of the family using the Multicultural Family Institute Standard Symbols for Genograms (found on the course site).
2. Show patterns, strengths, and vulnerabilities that appear among members of the family.
3. Some areas you may choose to depict include: level of education, type of occupations, religious observance, stability of marriages, patterns of strengths, parenting styles, physical illnesses, mental illnesses, substance abuse, forms of abuse, forms of discrimination, notable achievements, major losses, family transitions, social class, racial and ethnic identity, immigration/emigration etc.
4. Indicate significant relationship patterns and intensities using symbols (e.g. closeness, distance, conflict, enmeshment, cutoffs, triangles etc.).
5. Note cross-generational patterns, trends, and problems.
6. Create a key describing any unique symbols or colors you use.

Paper Describing and Analyzing Family Trends

Using at least two different readings from the course to frame your analysis, describe what is depicted in the genogram:

1. Describe the presenting problem.
2. Briefly describe the family. Include everyone involved in the presenting problem. Include demographic factors and what makes the family unique.
3. Describe at least two family strengths depicted in the genogram.
4. Describe the relational patterns or trends depicted in the genogram and how they might relate to the presenting problem.
5. Describe intergenerational vulnerabilities (including those resulting from cutoffs and triangles) that might have a role in the presenting problem.
6. Be sure to demonstrate understanding of concepts from this course. You will be graded on your ability to analyze and apply theoretical concepts to your case.

C. Final Paper.

Choose a client family you are working with or have worked with in the past. You are being asked to assess and treat (or think about treating) the family using two family treatment approaches, at least one of which has been covered in class (Structural, Bowenian, Solution-Focused, Narrative). This paper should be 10-12 pages in length.

- 1) Assess this family using two perspectives. How well does each of these models fit (or do not fit) the client family system you have chosen? What research or theoretical literature (3 sources at least two of which are not assigned for class) do

you have to support the use of one or both of your chosen models with this family? Be sure to include the presenting problem, description of the family and how issues of race/ethnicity, class, gender and sexual orientation relate to the family's problems and strengths.

- 2) Develop and describe a treatment plan. What explicit, measurable, observable goals do you have for this family and/or its members? How do the goals relate to the models of treatment you have chosen? (Be sure to include environmental goals.)
- 3) Describe your interventions. Include relevant environmental interventions such as case management, advocacy and referral.
- 4) Evaluation: If this is a family you have treated, were your interventions successful? How do you know? Why or why not? Do you think another model of treatment would have worked better? Describe.

D. Class Discussion/Participation

As this class will be seminar style, each of you will be called upon to give your impressions of the readings and to engage in class discussions. **Please note that if you are called upon and it becomes clear that you have not done the reading assignment, you will lose points on class participation. If this happens three times, your final grade will be reduced one letter grade.**

Attendance is required. Points will be deducted from a student's class participation score for each absence and late arrival. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Attend all classes, and participate in class discussions and exercises. Students with more than two absences will drop a letter grade for each absence (3=B).

All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice.

VII. GRADING

Brief Discussion Papers (10 pts. ea.)	30%
Family-of-Origin Genogram	25%
Final Paper	35%
Class participation and Attendance	10%

Grading and assessment criteria:

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

VIII. COURSE EVALUATION

Rutgers University issues a survey that evaluates both the course and the instructor. Toward the end of the semester, students complete this survey and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation and/or add qualitative questions to the final evaluation.

IX. COURSE OUTLINE

UNIT I INTRODUCTION TO FAMILY-CENTERED CLINICAL SOCIAL WORK PRACTICE AND GETTING STARTED

Definition of family and description of family configurations and types, including ethnicity, composition, and sexual orientation, and how these differences impact the family life cycle and development.

History, ethics and values, underlying assumptions.

Family Life Cycle.

Empirical Support for the family approach.

Class 1

Introduction General Skills for Working with Diverse Families

Required Reading:

Nichols

Chapter 2: Basic Techniques of Family Therapy (pp. 27-49)

Chapter 3: The Fundamental Concepts of Family Therapy. (50-68).

Carter, B. & McGoldrick, M. (1999). Overview: The expanded family life cycle: Individual, family and social perspectives. In B. Carter & M. McGoldrick, (Eds.) *The expanded family life cycle: Individual, family, and social perspectives (3rd ed., pp. 1-26)*. New York: Allyn & Bacon.

Class 2

Evidence Basis for the Family Approach

Required Reading:

Nichols. (Textbook)

Chapter 14: Lebensohn-Chialvo, F. Research on Family Intervention. (276-289).

Frediani, G., & Rober, P. (2016). What Novice Family Therapists Experience During a Session... A Qualitative Study of Novice Therapists' Inner Conversations During the Session. *Journal of marital and family therapy*, 42(3), 481-494.

Sprenkle, D. H., & Blow, A. J. (2004). Common factors and our sacred models. *Journal of marital and family therapy*, 30(2), 113-129.

UNIT 2 THE STRUCTURAL APPROACH

Class 3, 4 & 5

Structural Family Therapy

Required Reading

Minuchin, S. (1974). *Families & family therapy*. Cambridge, MA: Harvard University Press. (Chapter 8: Restructuring the Family pp. 138-157).

Nichols, M.

Chapter 6: Structural Family Therapy (pp. 111-130)

Davis, S. D. & Butler, M. H. (2004). Enacting relationships in marriage and family therapy: A conceptual and operational definition of an enactment. *Journal of Marital and Family Therapy*, 30, 319-333

Recommended Reading

Gardner, B. C., & Butler, M. H. (2009). Enacting relationships in MFT: The empirical, theoretical, and clinical case for incorporating enactments as common factors in the best practice model. *Journal of Couple & Relationship Therapy*, 8(4), 306-324.

DUE -Brief Discussion Paper 1 (Briefly answer the following questions.)

- 1) What are the stages of enactment as articulated by Davis and Butler?
- 2) Briefly contrast and compare their model of enactment with the descriptions by Nichols and Minuchin.

Class 6

Practicing Enactments

UNIT 3: THE EXTENDED FAMILY SYSTEMS (BOWENIAN) APPROACH

Class 7

Bowen Family Systems Theory

Required Readings

Nichols Chapter 4: Bowen Family Systems Therapy (69-88)

Bowen, M. (1978). *Family therapy in clinical practice*. New York: Aronson.
(Chapter 22, "Toward the differentiation of self in one's family of origin." pp. 529-547).

Papero, D. V. (2000). The Bowen theory. (pp. 272-299). *Family counselling and therapy*, 3rd Edition, Boston, Cenage.

DUE—Brief Discussion 2: Briefly answer the following questions:

- 1) What are the theoretical underpinnings of Bowenian family therapy?
- 2) How is it different and similar from structural family therapy?
- 3) Why is it important for therapists to develop and work on their own genograms?

Class 8

The Genogram

Required Reading

McGoldrick, M., Gerson, R., & Petry, S. S. (2008). *Genograms: Assessment and intervention*. WW Norton & Company.

Class 9

Genogram and Genogram Paper Due

Required Reading

Hudak, J., & Giammattei, S. V. (2014). Doing family: Decentering heteronormativity in “marriage” and “family” therapy. In *Critical topics in family therapy* (pp. 105-115). Springer, Cham.

McGoldrick, M. & Carter, B. (2001). Advances in coaching: Family therapy with one person. *Journal of Marital and Family Therapy*, 27, 381-300.

UNIT 4: THE SOLUTION-FOCUSED APPROACH

Class 10

Solution-Focused Theory

Required Reading

Nichols

Chapter 11: Solution Focused Therapy (pp. 219-238)

Berg, I. K. & Kelly, S. (2000). *Building solutions in child protective services*. New York: W. W. Norton.

Chapter 5, Useful Tools: How and What to Use. (pp. 245-267)

Class 11

Required Reading

Berg, I. K. & Kelly, S. (2000). *Building solutions in child protective services*. New York: W. W. Norton.

Chapter 6, Investigation as Intervention and Prevention (142-186).

Chapter 7: Case Closure: How Good is Good Enough? (187-203).

UNIT 5 DIFFERENTIAL USE OF THEORETICAL APPROACHES AND INTERVENTIONS

Class 12

Contextual Issues

Required Reading

Nichols

Chapter 10: Family Therapy in the 21st Century (189-218)

Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, 2(4), 221-233.

Watts-Jones, T. D. (2010). Location of self: Opening the door to dialogue on intersectionality in the therapy process. *Family Process*, 49(3), 405-420.

DUE-Discussion Paper 3: Briefly answer the following questions.

- 1) What are some ways your cultural identity impacts your work with clients?
- 2) Explore some areas of difference that you might currently avoid exploring with clients and speculate as to why. (e.g. race, class, religion, sexual orientation).

Class 13

Other Family Therapy Theories

Required Reading:

Nichols, M.

Chapter 9: Cognitive Behavioral Family Therapy (167-188)

Chapter 12: Narrative Therapy (239-256)

Class 14 & 15

Class 15 - **FINAL PAPER DUE**

Contextual Issues

Required Reading

Ahrens, C. R. (1999). Divorce; An unscheduled family transition. In B. Carter & M. McGoldrick, (Eds.) *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed., pp. 1-26). New York: Allyn & Bacon.

Knudson-Martin, C., McDowell, T., & Bermudez, J. M. (2019). From knowing to doing: Guidelines for socioculturally attuned family therapy. *Journal of marital and family therapy*, 45(1), 47-60.

Boyd-Franklin, N. (2003). Race, class, & poverty. In Walsh, F. *Normal family processes: Growing diversity and complexity* (3rd ed.) New York: Guilford Press.

LaSala, M. C. (2010). *Coming out, coming home: Helping families adjust to a gay or lesbian child*. New York: Columbia University Press. (Chapter 5: Family Renewal: The Gift of the Gay or Lesbian Child (pp.183-215).

X.

PROGRAM LEVEL LEARNING GOALS AND THE COUNCIL OF SOCIALWORK 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 2: Engage Diversity and Difference in Practice

Clinical social work practitioners are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity socioeconomic status, race/ethnicity etc.) and how these components influence the therapeutic relationship and clients' presenting concerns. Clinical social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help-seeking behaviors. Practitioners in clinical social work value cultural strengths and recognize the importance of tailoring their engagement strategies, assessment tools, and interventions to meet the diverse needs of their clients. Practitioners in clinical social work monitor their biases, reflect on their own cultural beliefs, and use and apply knowledge of diverse populations and complex health/mental health delivery systems to enhance client well-being. Clinical social workers recognize the need to conceptualize cases using an intersectional perspective and to identify their clients' strengths and resiliencies, while learning to critically evaluate their own family history, privileges, and characteristics. In presenting case material, clinical social work practitioners integrate anti-oppressive stances and attend to clients' experiences of oppression and marginalization while also working to avoid undue pressure or use of power over clients.

Practitioners in clinical social work:

- Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice.

- Use clinical supervision to address personal and cultural biases and increase self-awareness.
- Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups.
- Acknowledge the impact of client’s intersectional issues—race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients’ emotional and physical well-being.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters.

Practitioners in clinical social work rely on the ecological perspective to inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relationship; and use relational techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement with couples, families and groups may differ from individual approaches, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients’ input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders.

Practitioners in clinical social work:

- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia) and incorporate this understanding into client engagement. Reflect upon the ways these aspects shape the manner in which one engages and works with the client.
- Understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement.
- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients’ strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the *Diagnostic and Statistical Manual of Mental Disorders* to

enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients' presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessment outcomes with clients.

Practitioners in clinical social work:

- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems—poverty, crime, social injustice, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their assessments.
- Select, modify and adapt, and evaluate clinical assessment tools and approaches depending on the needs and social characteristics of clients and current empirical evidence.
- Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process, including assisting the client in voicing concerns to the entire treatment team.
- Reflect on their own issues of power and privilege and how they impact the therapeutic relationship.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers select effective modalities for intervention based on the extant research as well as the client's cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community-wide referrals, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

Practitioners in clinical social work:

- Select psychotherapeutic interventions based on a critical knowledge of theory, research, and practice experience.
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions.
- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems—poverty, crime, social inequality, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their interventions.

- Intervene effectively with individuals, families and groups, while eliciting client feedback and knowing when to modify approaches.

XI. Academic Resources

Library Research Assistance

Meredith Parker is the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

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.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available. <https://rlc.rutgers.edu/student-services/academic-coaching/schedule-appointment>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available. <http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XII. COVID -19 community safety practices

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see

<https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

XIII. ACADEMIC INTEGRITY

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

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/assignment.***

XIV. 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>

XV. 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 hours/day, 7 days a week.

XVI. ACTIVE SHOOTER RESOURCES

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- <http://rupd.rutgers.edu/shooter.php>