

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK

Practicum II

Syllabus/Course Overview

I. Catalog Course Description

Further learning of problem-solving skills and strategies begun in Practicum I and prepares students to enter the advanced practicum curriculum. Corequisite: 19:910:501.

II. Practicum II

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

III. Course Overview

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

IV. Place of Course in Program

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

V. Goals and Expectations

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

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

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

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

VI. Council on Social Work Education (CSWE)

2022 Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial,

economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and

- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Generalist (RU SSW Specific): Liberatory Consciousness

Social workers identify how the development of a liberatory consciousness is a pre-condition for engaging in effective liberation and social justice work. Social workers recognize that all members of society have been socialized into various systems of oppression and that the development of a liberatory consciousness “enables humans to live their lives in oppressive systems and institutions with awareness and intentionality, rather than on the basis of the socialization to which they have been subjected” (Love, 1980, p. 470). Social workers understand and actively engage the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) in order to challenge oppression and promote social, racial, and economic justice.

Social workers practice Awareness by “noticing what happens in the world around” them and use this awareness to recognize and acknowledge stigma, discrimination, and oppression (Love, p. 471); analyze “what is happening from a stance of awareness” (Love, p. 471) of oppression and consider a range of

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

VII. Readings

NASW Delegate Assembly (2017). Code of Ethics of the National Association of Social Workers, found in Canvas.

Rutgers School of Social Work, Master of Social Work Practicum Learning Manual, found in Canvas.

VIII. Course Requirements

METHODS OF INSTRUCTION

This course uses a combination of practical learning through practicum placement tasks and supervision by the practicum instructor (or task supervisor.)

Practicum Instructor and Student Roles

The Practicum Instructor plays an active part in the learning process. Students can expect that the practicum instructor will convey clear, specific information about the practicum agency, social work practice, and social work values and ethics.

The student plays an active part in the learning process. As with all social work courses, participating in the process of the practicum experience is vital. It is expected that students will attend all scheduled practicum days and come to the practicum placement prepared to interact within the agency as agreed upon in the Learning Contract.

Students are expected to:

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

ASSIGNMENTS

Written process recording assignments are due at the designated times outlined by the Office of Practicum Learning.

Resources for Writing

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

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

IX. Grading

Grade Statement:

This course is graded as Pass/Fail.

Students are evaluated by their practicum instructors at the end of each semester/practicum.

Students who have been determined by their practicum instructor, practicum liaison and the Associate Director or Program Director (Traditional and Online MSW) in their practicum learning office to have participated successfully in their practicum placements, complete written assignments and who demonstrated foundation social work practice competencies, may receive a Pass for the semester.

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

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

Students are responsible for making up missed practicum hours and obtaining the approval of the Practicum Instructor and Associate Director or Program Director of Practicum Learning if deemed necessary.

Grades:

P=Pass

F=Fail

X. Course Evaluation

Rutgers University surveys students about their experiences in practicum after each semester. This is completed by students and all answers are confidential and anonymous.

XI. Assignments for Practicum II

A. Learning Contract

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

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

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

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

B. Process Recordings

The two formats for process recordings are found on Canvas. Students may choose the format each time they write a recording. The process recordings are all to be submitted via Canvas. This allows for efficient storage and tracking of all student work. Please note that the recordings submitted to Canvas are not required to include the Practicum Instructor's comments. Therefore, please do not wait for your practicum instructor's commentary to upload your process recordings. In addition to submission to Canvas, recordings are to be printed or sent electronically to the Practicum Instructor for comment and discussion during supervisory sessions. **Students may earn up to one hour of practicum credit per recording. The recordings, with comments, will be reviewed by the Practicum Liaison at the agency visit.**

Purpose of Process Recordings

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

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

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

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

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

Recording Requirements

Process recordings are to be done on a regularly scheduled basis, which is provided by the Office of Practicum Learning. There must be a consistent flow of submissions to prevent recordings being submitted all at once toward the end of the semester.

Recording submissions will be periodically reviewed by the liaison. Students will be notified by email if they are falling out of compliance. Continued disregard for regularly submitting recordings will place students in jeopardy of failing.

- Generalist year (first year practicum placement, Practicum II)

***Traditional MSW Process Recording Submission Schedule**

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

***Online MSW Process Recording Submission Schedule**

Semester	Process Recordings Due
Fall/Spring	9
Summer	6

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

***Intensive Weekend MSW 14 Process Recordings due each Practicum.**

Instructional Use of Recordings

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

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

C. Timesheets

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

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

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

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

D. Practicum Liaison Meeting

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

An agency visit report is electronically submitted for each practicum visit detailing

student progress in meeting the core competencies through demonstration of practice behaviors.

The goals of the practicum site visit are to:

- Review the student's assignments and tasks (via the learning contract).
- Provide support for the student.
- Provide support for the Practicum Instructor.
- Discuss any issues that have arisen.
- Monitor that the student is receiving a quality practicum experience.
- Ensure that the student is receiving appropriate supervision (1 hour per week).
- Discuss the integration of class and practicum work.
- Promote discussion of the student's performance, potential, and interests.
- Write an Agency Visit Report for Practicum Learning faculty.

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

E. Practicum Evaluation

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

XII. Academic Integrity Policy

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."

Note: whether or not the violation was intentional, it is still considered a violation under the policy.

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.”

Use of **artificial intelligence (AI)**, including but not limited to ChatGPT, is only permitted to help you brainstorm ideas and see examples unless otherwise directed by your instructor. All assignments submitted in your courses must be your own work as per the Rutgers Academic Integrity Policy. If you have any questions as to what is permitted, you are responsible for asking the instructor for the course.

Referral Process: When an instructor suspects a violation of academic integrity, they should [complete the referral form](#)

Once submitted, the School's Academic Integrity Facilitator (AIF) is notified. The appointed AIF in the School of Social Work is the Associate Dean of Academic Affairs. The AIF notifies the accused student of the allegation in writing or by electronic communication within 15 working days from the receipt of the referral form. 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.

Concurrently, you will receive an email after filling out the form with instructions on how to proceed with the student. Once the referral has been received, the AIF will maintain communication with you regarding the case.

XIII. Disability Accommodations

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. [View 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.](#)