



Doctor of Social Work

Student Handbook

2026-2027

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Dean

School of Social Work

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## DSW Mission Statement

The mission of the Doctor of Social Work program is to transform experienced clinical social workers into scholar-practitioners who promote human well-being, attend to anti-oppressive practice and social justice, and develop skills in teaching and leadership for the social work profession. A person-in-environment perspective, incorporating micro, mezzo, and macro levels of practice, is the foundation for the DSW curriculum. Graduates' professional identity will be grounded in the NASW Code of Ethics as they enter an increasingly diverse and global environment ready to appraise, develop, and disseminate clinical knowledge through traditional and innovative modalities.

## DSW Program Goals

Graduates of the DSW Program at the School of Social Work will:

- 1) Demonstrate proficiency in engaged scholarship through successful completion of a case study, qualitative research project, and development of a multimedia project.
- 2) Expand their educational perspectives in liberatory consciousness and social justice; theory to practice praxis; and teaching and leadership.
- 3) Develop an area of expertise in the field of clinical social work.
- 4) Advance new scholarship in the field of clinical social work through the completion of a case study and qualitative research project.
- 5) Disseminate scholarship within an area of clinical social work through multiple modalities including the creation of a multimedia project, submission of original manuscripts to peer-reviewed journals, presentations at national and international conferences, supervision, and teaching.

## Mission of the School of Social Work

To develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens family and community well-being in the diverse and increasingly global environment of New Jersey and beyond.

## Curriculum

### Overview

The Rutgers DSW Program challenges students to contextualize their practice using theories and research drawn from multiple disciplines. Because multidisciplinary knowledge and social justice intertwine at the heart of social work scholarship, we challenge students to grow beyond loyalties to one modality or perspective. The DSW builds on seasoned clinicians' practice experiences by cultivating their ability to present, publish, and create multimedia projects (MMPs) to disseminate their practice-relevant scholarship. The successful student

tolerates ambiguity, engages with scholarly critique, thinks critically and creatively about clinical practice, and shares their insights in a professional manner.

Coursework, which is conducted during weekend in-person residencies and some online modules, is grounded in three integrated sequences: foundation (training in theory development and application, anti-oppressive clinical approaches, and teaching and leadership), clinical practice (use and critique of clinical theories), and engaged scholarship (writing, clinical, and research seminars). Graduation requires the successful completion of 54 credits. The program builds on students' initial case studies. Formulating the case study helps students to develop critical thinking skills needed to appraise and draw on the scholarly literature and to understand case material in a new way. This becomes the foundation for developing qualitative inquiry skills and enhancing writing skills in the second year of the program. The final year culminates in a multimedia project that allows students to disseminate their work while also engaging with the greater community of scholars, clinicians, and clients. The DSW prepares graduates to address complex practice issues using critical perspectives and nuance, enabling social workers to become more sophisticated practitioners, teachers, and/or consumers and creators of scholarship.

The DSW curriculum is designed to help students:

- Recognize the links among theory, research, practice, and policy;
- Engage in critical thinking and analysis;
- Directly apply scholarly knowledge to various clinical practice contexts;
- Tolerate uncertainty and ambiguity and view these elements as part of the process of knowledge development;
- Be socialized to scholarly processes and practices; and
- Develop clinical expertise with a particular population or substantive area.

### Modular Philosophy

In the Rutgers DSW Program, courses are delivered in a modular format. Each module is three hours in duration. This approach not only provides the flexibility to calibrate instruction to the subject matter, but also allows students to learn from a wide variety of expert faculty. Modules allow faculty to focus instruction on what they know and do best. Discussion of module topics enhances and refines students' practice skills, introduces students to the scholarly process (e.g., theory development, critique of the literature, and writing case and qualitative studies), and prepares students to publish, present at professional conferences, and teach social work courses.

Overarching module content areas include:

- Advanced Clinical Practice with Individuals, Groups, and Families
- Case Study

- Diversity and Social Justice
- Literature Review
- Multimedia Project
- Qualitative Research
- Teaching and Leadership
- Critical Theories
- Ethical Scholarship and Practice

Sub-content areas may include curricula exploring clinical decision-making; decolonizing forces; grief and loss; sexual and gender identity; social work pedagogy; trauma; minoritization of socioeconomic status, race, gender, ability, and ethnicity; addiction; critical race theory; spirituality; environmental, reproductive, and restorative justice frameworks; and more.

### Grading Policy for Modules

Students are responsible to module faculty for completing readings and engaging with the material (readings and lecture) actively. Module faculty assess students' understanding of the material using quizzes, written assignments, and other evaluation methods. Doing so ensures that readings have been completed and that the student has a grasp of the material related to each module. In order to pass a module, students must successfully complete both the module assessment as assigned by faculty and the in-class content of the module. **Module attendance is mandatory.** Module faculty may also give the grade of marginal pass which indicates that the work has barely reached the threshold of passing. With a marginal pass, the student is not required to revise the assignment, but the grade indicates that the student's work is below expectations for a doctoral program.

If a student is unable to attend a module in the rare event of a very extenuating circumstance, they must obtain written approval in advance from the DSW Director and then contact content module faculty immediately to make arrangements for substitute assignments. If the absence is due to an unforeseen emergency, the student must contact the DSW Director as soon as possible to discuss ways of remediating the absence. If a student fails a module assignment, they will be notified by the program coordinator and will be expected to contact module faculty for feedback in order to successfully resubmit the assignment.

Students who fail more than two module assessments or receive more than four marginal passes on module assessments in one semester are placed on academic probation. Therefore, if they fail an additional module assessment in the following semester, they will be dismissed from the program pending review by the DSW Director. Students will also be given a failing grade if they miss a module and do not complete the makeup assignment(s) as delineated by module faculty or if they engage in unprofessional behavior such as using cell phones during

class, demeaning others, or otherwise disrupting the classroom environment. Students may appeal these judgments. See the appeals process on page 18.

## Engaged Scholarship

Engaged scholarship requires students to actively engage with ideas, texts, and colleagues in a scholarly way. Using writing, clinical, and research seminars, students learn to critically assess relevant ideas, texts, and scholarly writing, as well as those of their fellow students and colleagues. Students also learn to engage with critique of their own work by DSW faculty and fellow students in professional and non-defensive ways. The engaged scholarship sequence consists of three assignments that make up the DSW portfolio. The portfolio replaces the traditional dissertation and is a culmination of students' work in the program. It demonstrates DSW students' abilities to explore topics in-depth, produce and disseminate clinical knowledge and scholarly work, and manage projects from beginning to end.

## Case Study

The first-year intensive writing practicum is a unique opportunity to engage in guided clinical writing and revision practices. The main goals of the case study assignment are:

- 1) To gain a comprehensive understanding of what a case study is;
- 2) To learn how to write a literature review that provides a frame for the case study;
- 3) To understand the need for connective thinking when preparing scholarly manuscripts;
- 4) To receive and provide constructive criticism of clinical practices and writing samples in a proseminar setting;
- 5) To participate in the process of composition through a series of short writing assignments that each student will revise in order to be proficient in an array of writing skills, such as thesis writing, paragraphing, drawing on available scholarship, developing research skills, employing APA format correctly, and demonstrating grammatical proficiency.

First-year writing instruction helps set the foundation for writing the case study. Students will be introduced to the scholarly writing process from conceptualization and literature exploration to the writing and publication. Students will begin by preparing an in-depth literature review in the fall semester. This review will then be used in the second semester to frame the students' case study, which is due at the end of their first year. In addition to seminar feedback, mandatory one-on-one conferences with DSW faculty are an opportunity for feedback about writing and development of the case study. Final case study papers should be of publishable quality and no more than 24 pages including abstract, title page, and references. We strongly encourage students to submit their final papers for publication consideration to peer-reviewed journals.

### Grading Policy for the Case Study

Students must receive a grade of PASS on their literature review (Fall semester) and case study (Spring semester) assignments from both their first-year mentor and writing instructor in order to continue in the program. If a student fails either the literature review or case study, they will have one opportunity to revise the assignment. Students who fail the literature review after their revision in the Fall will be placed on academic probation for the Spring semester. The student will receive a failing grade in Engaged Scholarship, however we want to support the developmental process as the student adjusts to the demands of doctoral work in the first semester, so we allow them to continue into the Spring under academic probation. Students who fail the case study after their revision in the Spring semester will be dismissed from the program. Issues of academic integrity such as plagiarism or fabrication will be addressed by the Office of Academic Integrity and may result in dismissal from the program in any semester. The DSW Director (in consultation with core faculty) reserves the right to dismiss first year students in the Fall semester if they display behavior or work that violates ethical standards.

### Qualitative Inquiry and Report

During year two, students learn the skills of qualitative inquiry, including research question formulation, study design, data collection and analysis, writing results, and preparation of a scholarly manuscript. Students also learn how to assemble application materials to get research protocols evaluated and approved for review by the Rutgers University Institutional Review Board (IRB). In the fall semester, students will proceed through the steps of proposal development that include refining their research questions as well as plans for data collection and analysis in preparation for completion of the IRB application. The IRB protocol and beginning literature review constitute the Fall semester assessment. During the winter and spring, students will execute a small-scale qualitative study (~15 participants) and submit the manuscript as the final component of their portfolio. Papers should be of publishable quality and no more than 25 pages including abstract, title page, and references. We strongly encourage students to submit their final papers for publication consideration in peer-reviewed journals. Throughout the year, one-on-one conferences with DSW faculty are an opportunity to receive mentoring and guidance in completing the research process and written report.

### Grading Policy for the Qualitative Project

Students must receive a grade of PASS on each of their qualitative end of semester assignments. If a student fails an assignment, they will have one opportunity to revise it. Students who receive another failing grade on the revised assignment will receive a failing grade in the engaged scholarship course and will be dismissed from the program.

Students must not proceed with data collection until they get documented approval from the Rutgers IRB after submission of the IRB protocol. Students are further prohibited from using clients as subjects of the Qualitative Research Project. Doing so will result in an automatic

failure of the assignment and expulsion from the DSW program.

### Multimedia Project (MMP)

In year three, students pursue the work of recontextualizing their acquired knowledge from their literature reviews, case and qualitative studies, into the world of resources the web makes available. Third-year students produce a dynamic, interactive multimedia project (MMP) that synthesizes their scholarship and makes their work accessible and useful to a global audience. Our graduates learn to use video, audio, data visualizations, and other tools to advance human understanding, and to connect with and serve their chosen communities.

From the onset, the multimedia project is designed for the screen and for a readership that assumes that any important contemporary document is accessible digitally. Successful graduates will be literate in the culture's most powerful means of communication and conversant with the challenges that digital technology poses.

### Grading Policy for the Multimedia Project

Students must receive a grade of PASS on their multimedia project in each semester by both their third-year mentor and technical MMP instructor in order to graduate. If a student fails the assignment, they will have one opportunity to revise it. Students who receive another failing grade on the revised assignment will be dismissed from the program and be unable to graduate.

### Summary of Engaged Scholarship Assignments

**Year One:** Complete a contextualized and theorized case study worthy of publication.

**Year Two:** Conduct a qualitative study and prepare a scholarly article worthy of publication.

**Year Three:** Create a multimedia project.

### Grading Policy for Engaged Scholarship Assignments

- Pass [P]: Pass will be used for performance reflecting acceptable competency for doctoral-level work.
- Fail [F]: Fail will be used for performance that demonstrates unacceptable competency for the doctoral-level, including failure of two modules, unprofessional demeanor in classes, or absenteeism without approval by the Director and making up the module.
- Temporary Fail [TF]: Temporary Fail is used when a student's semester performance is not sufficient or not yet complete and a specified plan for finishing has been devised. The student will receive a final grade once the assignment is completed and evaluated, or will fail the assignment if the revised deadline is not met.

## Academic Policies and Procedures

### MMP Access

The School of Social Work requires that the multimedia project be distributed via the DSW website in the interests of making the multimedia projects readily available both to other scholars and to other practitioners in the field. Students are copyright owners of their multimedia projects and can have their multimedia project embargoed; only the title, author, and abstract would be posted.

Although students can embargo and prevent us from posting MMPs on our website, it is our hope that students will complete MMPs that respect the goal of engaged scholarship, that is, producing and disseminating new knowledge that is open access—free to everyone.

### Academic Advising

Academic advising is provided by the student's assigned mentor. The student's mentor for each year is the core faculty member for the Engaged Scholarship focus (first year- Case Study, second year- Qualitative Research, or third year- Multimedia Project). Students also use the mentorship of the Director and Associate Director of Doctoral Programs regularly. While students meet at least monthly for mentorship, advising occurs at students' request with varied frequency depending on students' needs. Because the program is cohort-based and students follow an established succession of courses, students are unable to take elective courses within the DSW program or courses in other Schools at Rutgers University. Advising is student-initiated unless the student is in academic jeopardy, at which time the mentor will initiate academic advising. Additionally, the program director is available to discuss the student's academic journey at any given time in the program and to answer questions or concerns.

### The Role of DSW Faculty Mentor

DSW faculty mentors are assigned to each student at the beginning of each year of the program. The mentor is assigned based on their teaching of the portfolio project and will be available to help guide the student in developing the case study, the qualitative study, and the MMP. The writing (first year) and technical (third year) faculty co-grade the portfolio project in the first and third year respectively. DSW faculty mentors work closely with the writing instructor and other DSW faculty to ensure that students are progressively completing their writing assignments and course work. Students are responsible for keeping DSW mentors apprised of concerns about their projects as well as their progress in the program. Students are also expected to be in contact with mentors regularly to arrange meetings regarding the portfolio products and any advisement concerns.

Mentorship is both faculty and student-initiated. Meetings happen in the classroom and individually over the Zoom platform at times that are convenient for the student, for purposes

of equity. The mentor carefully reviews drafts of student portfolio projects and provides individualized feedback based on their academic expertise to help with the development of the student's scholarship. Mentors frequently send emails to their respective cohorts encouraging them to sign up for mentorship meetings. They may also reach out individually to students to arrange an appointment. Each student identifies their own level of need, and this is met by the mentor utilizing portfolio project rubrics throughout the development of the portfolio project to assess where the student's growth can be optimized. These same rubrics are utilized to grade the final portfolio project, so the student is provided with a predictable and familiar instrument by which to gauge their growth and achievement.

Mentorship is inclusive in that every student in each cohort receives the same required mentorship of their scholarship as part of the Engaged Scholarship curriculum. Students may also avail themselves of more mentorship by request.

### Attendance Policy

The DSW faculty and staff work hard to recruit expert faculty from Rutgers and other communities of interest. Our principal aim is to create an intellectual community where faculty and students interact with researchers and practitioner-scholars. These interactions have been designed to maximize exposure to new developments and intellectually rich ideas in clinical social work. In addition, students and faculty often have the chance to meet with the instructors individually. These meetings are useful for getting to know visiting scholars, to ask more detailed questions about their work, and to share ideas. Workshop and seminar modules, including those covering writing instruction and MMP skills, are highly interactive and hands-on, making in-class attendance essential.

**We require that students attend all on-campus residencies and modules.** This policy is intended to emphasize the importance of your complete participation. Students are required to sign in for each residency.

Students are not permitted to miss modules. Although rare, it is understood that extremely extenuating circumstances may result in a missed module. In these circumstances, requests for exceptions will be considered and virtual attendance will be considered. No student may attend more than 6 total modules virtually, unless exceptional circumstances (such as with military service or moving) are approved by the DSW Director. All requests for an absence must be sent to the DSW Director before the residency weekend. With the written approval of the Director, the student must then contact module faculty in order to arrange for alternate assignments and conditions in order to pass.

In cases of illness or emergency when advance notice is not possible, the student must contact the Director immediately during or after an unplanned absence. If the Director deems the absence reasonable and excusable, the student, the instructors of the missed module/s, and the

Director will devise a plan to make up the work. It is the student's responsibility to ensure contact with the Director and get written approval of the plan. Further, if medical issues continually intrude, it is the student's responsibility to explore the wisdom of a medical leave or contact the Office of Disability Services to explore accommodations.

A student will not be able to make up more than 6 modules for the entirety of the program. If a student misses more than 6 modules for any reason, and the student cannot account for any reasonable health or family extenuating circumstances, the student is subject to termination from the program. If a student experiences extenuating circumstances that would require missing more than 3 modules a year, that student must alert the DSW Director and consider the need for a leave of absence. Workshop, seminar, and experiential modules cannot be made up with a position paper, and count as absences that cannot be made up. Check with the Director to see whether or not a module can be made up.

### **Inclement Weather Policy**

If the University closes due to inclement weather, DSW students should not risk coming to campus. However, classes will still be held remotely via:

- An interactive lecture via videoconferencing software such as WebEx or Zoom;
- A narrated PowerPoint slide deck to be uploaded to Canvas by our Program.

In the case of unexpected university closures, instructors will give assignments that ensure that you have completed module requirements.

### **Student Teaching Policy**

First-year DSW students are not permitted to teach in any other part of the School of Social Work (SSW) unless they have already been doing so. During the first year, students are learning about and adjusting to the demands of the program, so we strongly discourage students from teaching at other institutions also. All second- and third-year students who wish to teach in the SSW should express interest so that we can share that with the Associate Dean of Academic Affairs after approval from the DSW Director. While it cannot be guaranteed that a course will be available for every DSW student, our 2<sup>nd</sup> and 3<sup>rd</sup> year DSW students are granted opportunities to teach, starting with on the ground teaching, whenever possible.

### **Classroom Civility/Etiquette**

The DSW program remains committed to an environment of diversity, equity, and inclusion. We align with the stated priorities of the School of Social Work's Diversity, Equity, and Inclusion initiatives (<https://socialwork.rutgers.edu/about/diversity-equity-inclusion/iidea-curriculum-research>). Furthermore, students and faculty must always use inclusive and person-

first language in the classroom and in assignments; racist, ethnic, homophobic, ableist and all other slurs against oppressed groups are prohibited and will not be tolerated. This is to ensure a conducive learning environment for all. Use of “people first” language and inclusive terminology is expected. We also expect students to adhere to our Program’s Collaborative Classroom Contribution Contract.

Here is information on reporting a bias incident:

<https://studentaffairs.rutgers.edu/resources/bias-prevention-reporting#tab=panel-2>

### **Classroom Etiquette Regarding the Use of Technology**

Although the DSW program recognizes that some students must maintain a cell phone on “vibrate” for emergency calls, we expect that **students will have cell phones out of sight** during each module. If a student is expecting an emergency call, they must notify the instructor and fellow classmates that they may need to leave the classroom to take a call. This should be done only in extenuating circumstances.

Texting is not permitted in class under any circumstances. Students should make all efforts necessary to have personal and professional responsibilities covered by others while they are in class. The use of laptops/iPads for note taking is permitted, but if an instructor or peer notices that chatting, web surfing, or texting is taking place, *the student will be counted as absent for that module*. The module may not be made up. Keep in mind, you are paying for this education, so you do not want to shortchange yourself nor interrupt others’ learning.

### **Student Input and Participation in the Explicit and Implicit Curriculum**

Student input is important to the DSW program. It is collected via cohort representatives who share cohort concerns with the DSW Executive Committee, as well as conveying concerns individually to the program director. Students also complete a survey mid-first semester and again when graduating inquiring about explicit and implicit aspects of the program.

Student participation and feedback is welcomed and encouraged in the DSW program. Every Fall, one student representative from each cohort is elected to serve as a liaison between the student body and the DSW Executive Committee. One student from across the three cohorts is elected to serve as the IIDEA (Intersectionality, Inclusion, Diversity, Equity and Advancement) representative. Student representatives attend monthly Executive Committee meetings where they provide feedback, updates, concerns, and questions to the director and executive committee. This feedback may be about the curriculum, the faculty, the assignments, or any concerns about the explicit or implicit curriculum. For additional participation in the implicit curriculum, students can participate further via creating and joining affinity groups, participating in School of Social Work student organizations like SWAGGER (Social Workers Allied for GLBT and Gender nonconforming Equal Rights), organizing community events, contributing to resources posted on Canvas and via email in the DSW program listserv, providing feedback to the IIDEA representative, and more.

Student input about the explicit curriculum is also collected via anonymous evaluations of each

module in the non-engaged scholarship curriculum and semester-based Student Instructional Ratings of the Engaged Scholarship coursework and teaching. These evaluations are sent out after each residency by the Program Coordinator and collected by him for review by the Program Director and Associate Director of Doctoral Programs to assess any need for changes in the explicit curriculum.

The program director welcomes feedback at all times during the year, via e-mail, phone conversation, or in-person appointment.

### Course Sequencing

- Due to the unique modular structure of the DSW program, there is one standard course sequence that all students must complete. Transfer credit from other institutions or doctoral programs will not be accepted. The DSW program does not grant social work course credit for: 1) life experience or 2) previous work experience

#### Year 1: Fall

19:912:601 Foundation to Advanced Practice I  
19:912:611 Clinical Practice I  
19:912:711 Engaged Scholarship I

#### Year 1: Spring

19:912:602 Foundation to Advanced Practice II  
19:912:612 Clinical Practice II  
19:912:712 Engaged Scholarship II

#### Year 2: Fall

19:912:603 Foundation to Advanced Practice III  
19:912:613 Clinical Practice III  
19:912:713 Engaged Scholarship III

#### Year 2: Spring

19:912:614 Clinical Practice IV  
19:912:714 Engaged Scholarship IV  
19:912:715 Engaged Scholarship V

#### Year 3: Fall

19:912:615 Clinical Practice V  
19:912:616 Clinical Practice VI  
19:912:716 Engaged Scholarship VI

#### Year 3: Spring

19:912:617 Clinical Practice VII

19:912:717 Engaged Scholarship VII

19:912:718 Engaged Scholarship VIII

### Academic Integrity Policy

All work submitted in a graduate course must be the student's 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. Students must use the APA citation style which is described in the Publication Manual of the American Psychological Association, 7<sup>th</sup> edition. Use of AI products (including but not limited to ChatGPT) is not allowed for generation of text submitted for assignments.

### Definition of Plagiarism

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.”

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 citation identifying the exact reference. A citation or footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information considered common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be cited or 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 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. Because 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 students should contact is the Associate Dean of Academic Affairs of the School of Social Work. 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 <https://academicintegrity.rutgers.edu/>

### Academic Standing Issues

The academic performance of students will be closely monitored by DSW core faculty and the Director to ensure that students' grades meet the academic standards specified above and that they proceed through the various stages of the DSW program. Students have the right to be informed about the procedures that will be followed in the event of substandard performance and are entitled to fairness in the procedures by which their academic performance and progress are assessed.

If substandard performance, including marginal passes, occurs in course work, the portfolio products, or the student fails to meet specified time frames, the student will be notified in writing by the DSW Director specifying the source of the concern, the applicable DSW program rules, and the proposed action or remedy that the student should pursue. This letter constitutes a formal warning of possible course failure and dismissal. Failure to meet the specified provisions may result in termination from the program. The student is officially terminated from the DSW program upon receipt of a termination letter from the Director of the DSW program. As a reminder, students who fail two modules, receive four module marginal passes, or fail a portfolio project without remediation will also be officially terminated from the DSW program.

### Student Ethical Conduct

Students are expected to act in accordance with the NASW Code of Ethics. In the classroom,

students are expected to abide by rules of confidentiality and civility (see: Classroom Civility/Etiquette and our Program's Collaborative Classroom Contribution Contract). If a student is found to have committed an ethical violation per the NASW Code of Ethics (<https://www.socialworkers.org/about/ethics/code-of-ethics>), they will be dismissed from the program.

All students who are dismissed, regardless of reason, may appeal their dismissal.

## Academic Disputes

### Program Procedures for Handling Academic Disputes

Students have the right to bring any matters of concern to their DSW core faculty or to the DSW Director. Although every effort will be made informally to resolve academic disputes, students have the right to formally appeal any action taken by the program. The right to appeal covers all evaluations received for academic performance: i.e., grades received for course work (grades for modules) as well as evaluations of the portfolio products (the case study, qualitative inquiry report, and multi-media project). Such assignment appeals are examined for whether the grading was arbitrary or capricious. If not determined to be so, the grade will stand.

Any warning or dismissal notices may also be appealed. All appeals should be addressed to the DSW Director within 10 working days of the date of the letter informing them of their dismissal.

Students have the right to voluntarily withdraw from the DSW program at any time during the process of warning or dismissal appeals by notifying the DSW Director in writing.

### Program Procedures for Handling Disputes over Ethical Misconduct

Instructors and faculty are responsible for evaluating appropriate ethical conduct, civility, and etiquette in the classroom and for bringing any concerns to the program director. If a student has committed ethical misconduct and has been dismissed from the program, they have the right to appeal according to the procedures below.

### Appeals

Students may appeal their dismissal from the program to the DSW Program Academic Standing Committee. This committee is comprised of all members of the DSW Executive Committee along with the SSW Associate Dean of Academic Affairs, the DSW Director, and the Associate Director of Doctoral Programs, with the exception of the faculty member who failed the student. All appeals must be provided to the DSW Director in writing to disseminate to the Academic Standing Committee. This committee will determine whether the

dismissal is arbitrary or capricious, or if DSW protocols and policy were not followed. These are the only criteria for appeal. The most senior faculty member of this committee and the SSW Associate Dean of Academic Affairs will chair the appeals process. A simple majority vote is needed to uphold or overturn the student's dismissal from the program.

The DSW Executive Committee will respond to all appeals submitted during the academic year within 30 days. If an appeal is submitted at the end of a semester, the appeal process may be delayed pending faculty availability and may have to wait until the following September. The SSW Associate Dean of Academic Affairs will send a letter to the student informing them of the decision and copy the Director of the DSW.

If the appeal is unsuccessful, the student may appeal the decision to the Dean of the School of Social Work. The student must do this in writing to the Dean within 14 days of receiving the determination of the DSW Program Academic Standing Committee. The Dean's decision marks the end of the appeal process and is binding and final.

### **Student Termination from the Program**

Students terminated from the program may follow the appeals process delineated above. A student who has been terminated from the program is eligible for readmission the following year and thereafter, provided in their application packet personal statement they address: 1) that they were terminated from the program; 2) why the termination occurred; 3) lessons learned from termination from the program; and 4) actions taken since termination that indicate growth and learning.

### **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 they are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports the student's request for reasonable accommodations, the campus's disability services office will provide a Letter of Accommodations. Students should share this letter with the DSW Director and their instructors and discuss the accommodations with them as early in their courses as possible. To begin this process, students should complete the Registration form on the ODS website at <https://ods.rutgers.edu/students/getting-registered>

### **Other Resources**

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—as prohibited conduct. 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, 848-932-1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

### Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campuses across the nation. It is important that you know what to do in case 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>.

### Student Leave and Program Withdrawal

Students admitted into the DSW degree program of the School of Social Work–New Brunswick are expected to remain registered for every fall and spring term thereafter until they complete the program and earn the degree. Normally a student registers for courses and, if necessary, may register for matriculation continued (leave of absence). Any student who fails to maintain continuous registration may not resume formal graduate study or register again in the School of Social Work–New Brunswick without first applying through the DSW office. If a student does not register for one semester, and has not taken a formal leave of absence, an Application for Readmission (see below) must be filed by the student in order to reactivate the registration process.

### Application for Readmission

Students who have interrupted their graduate registration without receiving a DSW degree must apply for readmission. Students should contact the DSW Director and file a new application through Graduate Admissions if they have not been registered for one term and/or their program no longer has their original application.

### Interrupted Studies: Matriculation Continued

Students who are obliged to interrupt their studies, or for whom no other registration is appropriate for a given term, may register for “matriculation continued” for a maximum of two consecutive terms, with the approval of the DSW Director. For example, students who have completed 11 residencies but are not registered for the second year would register for matriculation continued. There is no tuition fee for this registration, although a student fee is charged.

### Leave of Absence and Withdrawal

Students may be granted a leave of absence with the approval of the DSW Director. It is the student's responsibility to request a medical leave of absence. During the leave of absence, the student must register for "matriculation continued." The length of the absence will be determined by the circumstances. The final decision granting a leave and its length rests with the DSW Director. If a student does not register for matriculation continued during their leave of absence and does not follow the specified leave of absence requirements, they will be dismissed from the program. At any time during the program, a student may withdraw from the program after submitting a letter asserting their withdrawal in writing to the DSW Director.

### Withdrawals and Tuition Refunds

Complete withdrawals may entail processing refunds, depending on the date the forms are received at either the Graduate Registrar's Office or the Office of Academic and Student Services. Before classes begin, a 100% tuition refund will be issued; as of the first day of class (first residency), an 80% refund will be issued, and every two weeks after that date the refund drops another 20%, until the end of the second residency, at which time no further refunds will be issued.

### Inclement Weather and Backup Residency

If the Rutgers campus has not closed due to adverse weather, then neither will the DSW. If the University closes due to inclement weather, the DSW program will close its physical campus location. DSW students should not risk coming to campus but should remain in their physical locations. During adverse weather conditions, accurate weather-related campus information including delayed openings, class cancellation, or closings will be disseminated on the Rutgers website and New Brunswick website with links to the "Campus Status Page." Additionally, information will be distributed via email and will be available via RU-info at 732-445-INFO (including 24-hour voice mail). For additional details, including links to University Policies and Procedures, visit the New Brunswick Campus Adverse Weather Information website at <http://emergency.rutgers.edu/weather.shtml>.

It is imperative to note that if the physical campus closes due to adverse weather, *DSW classes will still continue online and students should expect to be available online.* (See additional information under Attendance Policy in this manual.) Therefore, students should check their emails for notification from the administration regarding alternate arrangements for content delivery. If classes are to be cancelled, students will be notified via email. Students should refrain from calling the Rutgers University Police Department (RUPD) with weather status questions.

### General Information

## Registration

DSW students register for nine credits each fall and spring semester, amounting to three courses per semester and eighteen credits per academic year. Registration occurs online through the Rutgers WebReg system. Students login to the WebReg system using their RUID number and PAC number or with their NetID and password. The index numbers for the required classes will be communicated to DSW students prior to registration. Directions for course registration are as follows:

- 1) Go to [sims.rutgers.edu/webreg](https://sims.rutgers.edu/webreg).
- 2) Under **WebReg Login Options** on the left-hand side of the screen, click on **log into WebReg using RUID and PAC** OR enter your NetID and password in the fields presented. (*If using your NetID and password, skip to step 5.*)
- 3) Enter your 9-digit RUID number and your PAC (Personal Access Code).
  - Your PAC is the month and day of your birthday, so if you are born on January 23rd, your PAC would be 0123.
- 4) Choose the semester you are registering for from the dropdown menu. Click **Continue**.
- 5) In the **Add to Registration** box on the left-hand side, add the three index codes for your courses. Keep Pfx selected.
- 6) Click **Add Courses**.
- 7) The three courses that you registered for should appear under **Registered Courses** on the right-hand side of your screen.

## Continuing Education Units

Students can receive CEU credit for their graduate courses. The Board of Social Work Examiners' regulations states that one can receive CE hours for "completion of an undergraduate or graduate course at a regionally accredited institution: three credits for each course credit, up to a maximum of one-half of the required continuing education credits." Students are responsible for keeping records of their own completed courses in case of an audit by the Board. See <https://www.njconsumeraffairs.gov/regulations/Chapter-44G-State-Board-of-Social-Work-Examiners.pdf>

## Computer and Printing Services

Computer labs are located on all of the Rutgers campuses and are equipped with Mac and PC devices. Students are also eligible to purchase computing software at a discounted price through the University Software Portal.

## Financial Assistance

Graduate students are only eligible for Federal Direct Unsubsidized Stafford Loans. You must fill out a FAFSA annually in order to be eligible for any type of federal financial aid.

Contact the Office of Financial Aid for questions about your award letter, loan package, or other financial questions. Contact Student Accounting for specific questions about your term bill.

### Health Insurance

All full-time undergraduate and graduate students at Rutgers are required to have health insurance. Students must present proof of outside health insurance when fall term bills are due in order to be exempt from the Rutgers student health insurance fees. Rutgers student health insurance is provided through First Student.

### Health Services

Health centers and pharmacies are located on the College Avenue, Cook/Douglass, and Livingston campuses in New Brunswick. Students are also eligible to use the Counseling, ADAP, and Psychiatric Services located on College Avenue and Cook/Douglass as needed.

### Libraries

General and area-specific libraries are located on all Rutgers campuses. Alexander Library on College Avenue is where the social sciences librarian works. They can provide students with information on locating scholarly (peer-reviewed) materials, the ETD submission process, and using inter-library loan for hard to access materials. You can locate electronic scholarly journal articles, books, RefWorks, and other resources on the University Libraries website.

### PAC

Students' PAC number is generated from their birthday. For example, if a student's birthday is January 23rd, then their PAC is 0123. PAC is used in tandem with the RUID number for university identification and online services.

### Parking

Parking is available for students in [garages](#) in downtown New Brunswick for a fee Friday, Saturday and Sunday. Discounted parking vouchers are available via [NBPA](#) for the [Lower Church Street Deck \(90 Church Street\)](#). The metered parking on the street is only free on Sunday morning (subject to change). Please review all posted rules prior to parking.

### Program Communication

Students will receive correspondence from the University and the DSW Program through their Rutgers University email addresses.

### Registrar

Students use the Registrar website to register for classes during the fall and spring semesters. Additionally, transcript requests and enrollment verifications can be processed through this office.

### RUconnection ID Card

Your RUconnection ID card serves as your student ID during your time at Rutgers and allows you to check out books from any Rutgers library, use the recreation centers and computer labs, and go to football games and other Rutgers events. Additionally, your printing fees are connected to this card. When presented at some stores, you can obtain student discounts with your RUconnection ID Card.

### RUID Number

Students' RUID number is a primary identification tool for the university. An RUID is a 9-digit number that is generated and emailed to prospective Rutgers students once they have submitted their online application for admission.

### Textbooks

Information about required and recommended readings will be disseminated by the DSW staff. Textbooks are available for purchase through publisher websites, Amazon, Barnes and Noble, and other similar websites.

### Tuition

Term bills must be paid prior to the fall and spring semesters. Students will be contacted via email by the university when their tuition bills are available to be viewed and paid. Term bills are paid through Student Accounting.

### Additional Resources

Rutgers New Brunswick Information Technology:

<http://www.nbcs.rutgers.edu/index.php>

RU School of Social Work Homepage:

<http://socialwork.rutgers.edu/>

DSW Program Website:

<https://socialwork.rutgers.edu/academics/doctor-social-work-dsw>

Health Insurance for Rutgers Students:

<https://scarlethub.rutgers.edu/?s=health+insurance>

Libraries and Catalogs: <http://www.libraries.rutgers.edu/>

MyRutgers Portal: <http://my.rutgers.edu>

Office of Disability Services: <https://ods.rutgers.edu/>

Office of Graduate and Professional Admissions: <http://gradstudy.rutgers.edu/>

Office of the Registrar: <http://nbregistrar.rutgers.edu/nbindex.htm>

Office of Financial Aid: <https://scarlethub.rutgers.edu/?s=financial+aid>

RUconnection ID Card: <https://scarlethub.rutgers.edu/registrar/personal-information-updates/rutgers-id-cards/>

Rutgers Campus Maps: <http://rumaps.rutgers.edu/>

Student Accounting: <http://www.studentabc.rutgers.edu/>