RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

**SCHOOL OF SOCIAL WORK**

**SYLLABUS**

**Israel Service Learning: Community Immersion, Social Action and Exploration of**

 **Diversity**

**01: 959: 358:01 Global Service Learning to Israel – Summer 2022**

**Location:**

**Rutgers University (Pre-departure and Post-Program)**

**Israel Internships: Rishon LeZion, Israel**

**Yahel – Israel Service Learning Program**

**Destination Airport: Ben Gurion Airport, Tel Aviv, Israel**

**Program Dates: Tuesday, July 5, 2022– Friday, July 29, 2022**

**Leave U.S. Monday, July 4 and Arrive Israel, Tuesday, July 5, 2022**

**Leave Israel Friday, July 29 and Arrive U.S., Friday, July 29, 2022(same day)**

**Pre-departure Orientation Via ZOOM: April 29, 1:00 p.m.- 3:30 p.m.**

**Self-study and planning: May 2022 until departure**

**Recommended Flights: United Airlines**

**Flight #84: Depart 04 Jul, Newark (EWR) 4:25pm Arrive Ben Gurion/Tel Aviv (TLV) 9:55 am 5Jul**

**Flight # 85: 29 Jul Depart Tel Aviv (TLV) 12:00 pm Arrive Newark (EWR) 5:00 pm 29Jul (same day)**

**Faculty Program Director: Nancy Schley, LCSW, Assistant Professor of Teaching,**

 **Associate Director, Office of Field Education**

 **Rutgers School of Social Work**

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**Course Description: Israel Service Learning: Community Immersion, Social Action and Exploration of Diversity**

This global service learning experience provides students the opportunity to learn first-hand about social services in Israel, from the establishment of the country to present and the diversity of Israeli society. Students will experience the rich multicultural history of Israel’s Ethiopian, Jewish, Christian, Muslim, Druze and Bedouin communities.

 The service learning program includes direct practice with individuals, families, groups, organizations, and communities in an active, local Ethiopian neighborhood many of whom are served by the Israeli Welfare Department.

Students will have training on how to be an effective global service learning intern by identifying personal skills and resources, setting goals and managing expectations.

Students will complete a guided internship with daily, weekday field internship activities at a community-based organization. Some of the vulnerable groups served in selected host agencies include children and adults with special needs, adults with mental illness, at-risk youth, immigrants and older adults.

Students will develop an understanding of the context of the work and needs of the Ethiopian community in terms of the origins of the community, life in Ethiopia, decision to immigrate, evolution of family roles, integration and absorption process in Israeli society, challenges and successes, grassroots organizing and much more.

Students will engage in reflective seminars and team –building activities with Israeli social workers, local speakers, Ethiopian community leaders, religious leaders, older adults and youth. Cultural excursions to Tel Aviv, Jerusalem and Sea of Galilee are planned. Students have an immersive experience living abroad. Students will expand their conceptual frameworks and vocabulary to incorporate global standards and practices.

1. **Course Overview and Format:**

The program includes opportunities for engagement, assessment, intervention and evaluation on micro, mezzo and macro levels. Mezzo/macro-practice topics include community mapping, community center activities, needs assessment, outreach and community organizing.

1. Place of Course in Program: This is a course with field education credit for Social Work students (BASW/MSW Generalist, CSW, and MAP). Students can also fulfill specialized placement requirements for certificate programs and areas of emphases. Prior approval by the respective certificate program is required in order to assure desired credit.
2. Course Objectives – At the end of the program, students will:
* Demonstrate knowledge about diversity and marginalized groups within Israeli society.
* Deepen understanding about international issues including immigration and welfare policy and services.
* Gain an understanding of the complexity of Israeli society in terms of its diverse ethnic, political and religious populations.
* Gain hands on experience strengthening communities in sustainable ways.
* Discuss opportunities and constraints for improving the lives of vulnerable groups that are specific to the Israeli context, incorporating a person-in-environment framework, with a trauma and gender-sensitive approach.
* Describe “use of self” in the Israeli context and in the broader global context.
* Demonstrate culturally sensitive and age appropriate communication skills that are responsive to a language barrier.
* Demonstrate culturally sensitive skills in programming for and intervening with a selected population that transcends language that includes the use of games, sports, different art forms, music, gardening, community events, etc.
* Integrate and apply social work values within a framework of human rights, knowledge and skills in research, policy formulation, training and direct practice to social development.
* Identify as a professional social worker with an expanded worldview on human rights and social justice.

**School-Wide Learning Goals**

Upon Graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities
4. Required Texts: Readings Assigned through Canvas
5. Course Requirements:

**Learning Contract**

All students in the internship will complete a Learning Contract with the supervisor at the beginning of the internship. The Learning Contract will be started prior to departure and finalized within a few days of beginning the internship. The purpose of the Learning Contract is for the student and the field supervisor(s) to plan jointly for the assignments and learning to be accomplished during placement. 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 field evaluation. The Learning Contract provides a basis for accountability for both the agency and the student, guides the measurement of progress, and indicates the desired level of effort. The Learning Contract incorporates CSWE’s Competencies of social work education. Through field activities, students operationalize the behaviors that demonstrate their level of competence.

**Field Placements**

Yahel – Israel Service Learning Program, provides service learning internships for social work students with well-established, governmental organizations and non-profits (NGO’s) within the neighborhood of Ramat Eliyahu in Rishon LeZion. These agencies are within walking distance to Yahel apartments in the same community. Yahel has a working partnership with each of these agencies. Yahel Fellows have been volunteering at these agencies for several years and has an established relationship with each of them, as part of our Yahel service learning agreement. These are some of the potential field placements through Yahel.

|  |
| --- |
| **Potential Service Learning/Internship Opportunities – not an inclusive list:** Nesher Club: Program for adults with special needsAmitim Program: Program for adults with mental illnessMatnas Learning Center: Community Center working with children and youth in the neighborhoodCommunity Garden: Ethiopian older adults who grow their own produce in a community gardenWork with older adultsKindergarten and school for children with special needsWelfare Department |

**Field Hours**

|  |  |  |
| --- | --- | --- |
| **Schedule/Dates** | **# hours** | **Comments** |
| Pre-departure orientation of program and agencies inApril 2022. In May – June:Individual study and consultations regarding agency selection; student research and planning for field placements; drafting learning contract; submission of learning contract for review; develop protocols for field portfolio | 30 hours | * The equivalent of 5 days (30 hours) will be used to prepare students for the in-country field work
* Group Orientation on Israel including relevant history of Israel and social work, overview of global social work, vulnerable populations in Israel and relevant policies and practices to address vulnerable groups
* Overview of Field Education/Service Learning in Ramat Eliyahu and potential agencies/populations
* Individual consultations with Program director, Nancy Schley, Yahel Director by phone and ZOOM
 |
| In-country field education internship/Service Learning July 5, 2022 – July 29, 2022 |  | Students assigned 1-2 internships to attend 4 days per week. Presentations by community leaders, agency visits, cultural excursions. |
| Re-entry and debriefing: Individual and group sessions; field evaluation; finalize portfolio; lessons learned; suggestions for future.  | 30  | Follow-up readings, evaluations and process recordings will be completed, and submitted. |
|  |  |  |
| **Estimated hours:** **Generalists:  BASW/MSW**225 Hours **Advanced Year: 337.5 hours****Online/Blended/IW: As per SSW program advisor** |

**Process/Journal Recordings**

Process recordings are completed on a weekly basis utilizing the form provided. These will serve as the basis for the student’s self-reflection and supervision.

***Purpose of ProcessJournal 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
* Provides a basic tool for stimulating communication and self-awareness.
* Provides a base for both the student and Field 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 Field 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 student evaluation.
* The writing of process and journal recordings is an acquired skill. It takes time for most students to produce a recording that fits both the student’s needs and the Field Instructor’s objectives for learning.

Process/journal 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 Field 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 field Education. There must be a consistent flow of submissions to prevent recordings being submitted all at once toward the end of the Program. 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.

* **12 process or journal recordings per semester**

**Process Recording Submission Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| 2 process recordings due | 2 process recordings due | 2 process recordings due | 2 process recordings due |  2 process recordings due | 2 Process Recordings due |

**Instructional Use of Recordings**

**Field Instructors:** Field Instructors should read the student’s recordings prior to supervisory conferences and prepare an agenda for teaching. Field Instructors should make comments on each recording, as they are useful for the student to review before and after conferences. Field 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.

**Field Logs/Timesheets**

Field logs/timesheets are submitted weekly to Canvas.

**Supervision**

Students will have weekly supervision in different formats:

Individual Supervision: The Yahel MSW director of the program will have individual supervision at least once a week while in-county; students will also have supervision by their agency supervisor during their program as is needed.

Group Supervision: Students will engage in group supervision with the Yahel director of the program at least once a week while in-county (4 times) as well as with Program faculty director.

The field office will be involved in both the pre-departure and post-program discussions.

**Service Learning/Internship Portfolio**

All students are required to maintain a portfolio of field materials throughout field placement in order to reinforce learning and to chronicle and illustrate their field experiences. The portfolio may include the following, depending on the year and area of concentration: attendance logs, journal entries, recordings, activities and programs with clients, community outreach, grant application forms, brochures, research notes, and samples of meeting notes. The portfolio will be used to guide student reflection, supervision, and evaluation.

**Reading and Participation**

Students are expected to do assigned readings, engage fully in all course activities and assignments. Participation involves being alert and taking notes and asking questions during lectures and meetings; engaging in service learning assignments and being prepared with activities for service users (beneficiaries), participation in individual and group supervision, and engaging in cultural events and planned group excursions.

**Final Presentation**

Select an area of interest and create a presentation (PowerPoint, Prezi, or other software; flip chart paper; collage, etc.) that will be presented to peers and director. Things to include:

* Definition and description of asocial problem and the population whom it affects, including a brief description of the scope of the problem. **Describe how this problem may differentially impact populations based on race/ethnicity and class/poverty status and their intersections**? Why is this problem important to your field agency? How does it impact the populations your agency serves?
* Description of potential interventions/actions and its potential to address the social problem related to your field agency. Define and describe the population it affects.
* Discussion of why the area of interest is important to your agency and the population it serves.
* Discussion of what you learned that you can apply in your own practice in the US when you return.
* Use of visual aids, flip charts, or PowerPoint is suggested.
* The Presentation should last 5-10 minutes and should include approximately 5 to 10 slides.
1. **Grading**

**Pass/Fail for Field Education credit for Social Work Students/Letter Grade for other Rutgers’ Units.**

1. **Course Evaluation**

A field evaluation form will be completed.

**IX: Course Outline**

**Preliminary Itinerary provided separately.**

**Sample Cultural Excursions: Tel Aviv, Jerusalem, Sea of Galilee.**

**Selected Readings: To Be Completed by student in consultation with program directors.**

**International Education**

Sawir, E., Marginson, S., Deumert, A., Nyland, C. & Ramia, G. (2008). Loneliness and international students: An Australian study. *Journal of Studies in International Education*, 12 (2), 148-180.

Van Hoof, H. B. & Verbeeten, M. J. (2005).Wine is for drinking, water is for washing: Student opinions about international exchange programs. *Journal of Studies in International Education*, 9 (1), 42-61.

**Regional Specific Topical Readings:**

**Mental Health**

Weine, S. M. (2011). Developing preventive mental health interventions for refugee families in resettlement. *Family Process, 50*(3), 410-430. doi:10.1111/j.1545-5300.2011.01366.x

**Children and Families**

Bar-Yosef, R. W. (2001). Children of two cultures: Immigrant children from Ethiopia in Israel
. *Journal of Comparative Family Studies, 32*(2), 231-246.

Romi, S., & Simcha, G. (2009). Ego identity and perceived family functioning: Comparing at-risk native-born and immigrant Ethiopian adolescents in Israel. *Adolescence, 44*(176), 869-890. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/20432605>

**City/Community-Based Efforts**

Filkobski, I., Rofè, Y., & Tal, A. (2016). Community gardens in Israel: Characteristics and perceived functions. *Urban Forestry & Urban Greening, 17*, 148-157. doi:10.1016/j.ufug.2016.03.014

Moshe Grodofsky, M. (2012). Community-based human rights advocacy practice and peace education. *International Social Work, 55*(5), 740-753. doi:10.1177/0020872812448078

**Health Care for Immigrants and Refugees**

Batista, R., Pottie, K., Bouchard, L., Ng, E., Tanuseputro, P., & Tugwell, P. (2018). Primary health care models addressing health equity for immigrants: A systematic scoping review. *Journal of Immigrant and Minority Health, 20*(1), 214-230. doi:10.1007/s10903-016-0531-y

Guttman, N., Gesser-Edelsburg, A., & Aycheh, S. (2013). Communicating health rights to disadvantaged populations: Challenges in developing a culture-centered approach for Ethiopian immigrants in Israel. *Health Communication, 28*(6), 546-556.

Shtarkshall, R. A., Baynesan, F., & Feldman, B. S. (2009). A socio-ecological analysis of Ethiopian immigrants' interactions with the Israeli healthcare system and its policy and service implications. *Ethnicity & Health, 14*(5), 459-478. doi:10.1080/13557850902890522

**Women’s Issues**

Antler, J. (2018). Jewish radical feminism: Voices from the women's liberation movement
. (pp. 37-58). New York: New York University Press.

Ben-Porat, A.. (2010). Connecting two worlds: Training social workers to deal with domestic violence against women in the Ethiopian community. *The British Journal of Social Work, 40*(8), 2485-2501. doi:10.1093/bjsw/bcq027

Mendelson Maoz, A. (2015). Femininity and authenticity in Ethiopia and Israel: Asfu Beru's *A Different Moon*. *Shofar, 33*(4), 158-172.

Natan, M. B. (2011). Perceived factors affecting decision to report incidents of domestic violence among Ethiopian women in Israel. *Journal of Trauma Nursing, 18*(2), 121-126. doi:10.1097/JTN.0b013e31821f639b

**Identity/Acculturation Issues for Ethiopian Refugees**

Grisaru, N., Witztum, E., & Malkinson, R. (2008). Bereavement customs, grief and rituals among Ethiopian immigrants to Israel. *Illness, Crisis & Loss, 16*(2), 111-123. doi:10.2190/IL.16.2.b

Salamon, H. (2003). Blackness in transition: Decoding racial constructs through stories of Ethiopian Jews. *Journal of Folklore Research, 40*(1), 3-32. doi:10.2979/JFR.2003.40.1.3

Shabtay, M. (2003). 'RaGap': Music and identity among young Ethiopians in Israel. *Critical Arts Journal, 17*(1, 2), 93-105.

**Social Advocacy and Change**

Lazar, R. L. (2016). Interdisciplinary clinical education - on empowerment, women, and a unique clinical model. *Clinical Law Review, 23*(1), 429-470.

Zamsky, M. (2010). We make a difference: Balancing advocacy and service. *New England Journal of Public Policy, 23*(1), 57.

**Power and Politics**

Burstein, A., & Norwich, L. (2018). From a whisper to a scream: The politicization of the Ethiopian community in Israel. *Israel Studies, 23*(2), 25-50. doi:10.2979/israelstudies.23.2.02

Malara, D. M., & Boylston, T. (2016). Vertical love: Forms of submission and top-down power in orthodox Ethiopia. *Social Analysis, 60*(4), 40. doi:10.3167/sa.2016.600403

Offer, S. (2004). The socio‐economic integration of the Ethiopian community in Israel. *International Migration, 42*(3), 29-55. doi:10.1111/j.0020-7985.2004.00288.x

References

Antler, J. (2018). Jewish radical feminism: Voices from the women's liberation movement
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Ben-Porat, A.. (2010). Connecting two worlds: Training social workers to deal with domestic violence against women in the Ethiopian community. *The British Journal of Social Work, 40*(8), 2485-2501. doi:10.1093/bjsw/bcq027

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Grisaru, N., Witztum, E., & Malkinson, R. (2008). Bereavement customs, grief and rituals among Ethiopian immigrants to Israel. *Illness, Crisis & Loss, 16*(2), 111-123. doi:10.2190/IL.16.2.b

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Natan, M. B. (2011). Perceived factors affecting decision to report incidents of domestic violence among Ethiopian women in Israel. *Journal of Trauma Nursing, 18*(2), 121-126. doi:10.1097/JTN.0b013e31821f639b

Offer, S. (2004). The socio‐economic integration of the Ethiopian community in Israel. *International Migration, 42*(3), 29-55. doi:10.1111/j.0020-7985.2004.00288.x

Romi, S., & Simcha, G. (2009). Ego identity and perceived family functioning: Comparing at-risk native-born and immigrant Ethiopian adolescents in Israel. *Adolescence, 44*(176), 869-890. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/20432605>

Salamon, H. (2003). Blackness in transition: Decoding racial constructs through stories of Ethiopian Jews. *Journal of Folklore Research, 40*(1), 3-32. doi:10.2979/JFR.2003.40.1.3

Shabtay, M. (2003). 'RaGap': Music and identity among young Ethiopians in Israel. *Critical Arts Journal, 17*(1, 2), 93-105.

Shtarkshall, R. A., Baynesan, F., & Feldman, B. S. (2009). A socio-ecological analysis of Ethiopian immigrants' interactions with the Israeli healthcare system and its policy and service implications. *Ethnicity & Health, 14*(5), 459-478. doi:10.1080/13557850902890522

Weine, S. M. (2011). Developing preventive mental health interventions for refugee families in resettlement. *Family Process, 50*(3), 410-430. doi:10.1111/j.1545-5300.2011.01366.x

Zamsky, M. (2010). We make a difference: Balancing advocacy and service. *New England Journal of Public Policy, 23*(1), 57.

1. **ACADEMIC INTEGRITY POLICY**

All work submitted in a graduate course must be your own. It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University’s Academic Integrity Policy is as follows: ***“Plagiarism***: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.

Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students.  Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct.  The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication.  This notification shall be done within 10 days of identifying the alleged violation.  Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete.   A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **On** **my honor, I have neither received nor given any unauthorized assistance on this examination.**

**XII. DISABILITY ACCOMMODATION**

**Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**XII.** **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. 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.

FOR SOCIAL WORK STUDENTS

**Understanding CSWE –prescribed Competencies:**

**1: Demonstrate Ethical and Professional Behavior**

**2. Engage Diversity and Difference in Practice**

**3. Advance Human Rights and Social, Economic, and Environmental Justice**

**4. Engage In Practice-informed Research and Research-informed Practice**

**5. Engage in Policy Practice**

**6. Engage with Individuals, Families, Groups, Organizations, and Communities**

**7. Assess Individuals, Families, Groups, Organizations, and Communities**

**8. Intervene with Individuals, Families, Groups, Organizations, and Communities**

**9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**