

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE SYLLABUS**

**19:910:512
CLINICAL SOCIAL WORK II: ONLINE FORMAT**

INSTRUCTOR:

OFFICE:

OFFICE HOURS:

PHONE:

FAX:

Catalog Course Description

This course addresses therapeutic work with couples, families and groups. The focus is on the professional use of self in differentiated ways to enhance therapeutic outcomes. Reinforcement of the connections among theory, evidence-based practice, interventions and culturally appropriate and anti-oppressive stances toward social work practice occurs.

Course Overview

This course builds on the advanced techniques of practice taught in Clinical Social Work I. Clinical Social Work II is designed to prepare students to conceptualize, provide, and supervise delivery of social work services to couples, families, and groups. Emphasis is on developing competence in processes for helping prevent problems, and to enhance, develop, and restore social functioning.

Place of Course in Program

This course builds on the learning principles and skills of Clinical Social Work I and focuses on intelligent application and evaluation of practice theories. Prerequisite is successful completion of both Clinical Social Work I and one semester of advanced practice field along with a concurrent field placement in direct practice.

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE's accreditation standards at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice

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

Practitioners in clinical social work:

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

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

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

Practitioners in clinical social work:

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

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

Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients' strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the *Diagnostic and Statistical Manual of Mental Disorders* to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients' presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessment outcomes with clients.

Practitioners in clinical social work:

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

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

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

Practitioners in clinical social work:

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

The Competencies are Assessed with these Assignments:

Competency	Assessment Assignment
<p><u>Two: Engage Diversity and Difference in Practice</u> The student recognizes the impact of clients’ intersectional identities and issues and integrates anti-oppressive stances.</p>	<p>Group Proposal Paper (#3 - especially 3-a, 3-b, 3-d; or any other section in paper)</p>
<p><u>Six: Engage with Couples, Families and Groups</u> The student identifies how engagement with couples and families differs from individual approaches and describes differential engagement skills.</p>	<p>Clinical Process Paper (Section II-B; Section III-A, including application of Wachtel in addition to chosen therapy approach) *Note: “Engagement” is also considered an advanced “intervention” (e.g., joining; ‘balancing’ re: couples Wachtel Ch. 15, p. 344; how we handle ruptures; avoiding ‘therapist noises’, etc.)</p>
<p><u>Seven: Assess Couples, Families and Groups</u> The student assesses his/her/ their own family history and intergenerational patterns and analyzes how their own cultural and family history may impact the assessment process.</p>	<p>Genogram Assignment (Diagram and Paper)</p>
<p><u>Eight: Intervene with Couples, Families and Groups</u> The student demonstrates flexibility in tailoring interventions (including on-going modifications) to suit the needs of clients (couples, families and groups) drawing on knowledge of client circumstances and knowledge of varied couple, family and group psychotherapeutic intervention methods.</p>	<p>Clinical Process Paper (Section II-B; Section III-A, including application of Wachtel in addition to chosen therapy approach)</p>

Course Level Learning Goals

Upon completion of this course, students will be able to:

- 1- Develop the ability to differentially use one's professional self to intervene with couples, families and groups using an anti-oppressive stance while drawing on current supported theories of practice and research.*
- 2- Develop a proposal for a group that allows the student to integrate engagement, assessment and intervention strategies tailored to specific groups.*
- 3- To be aware of how demographics, family of origin, and intersectional identities impact the self of the social work practitioner, as well as the clients with whom we work.*

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

***NOTE: Given periodic changes in the RU Library (RUL) electronic system and the random possibility of broken links, please note that the hyperlinks to some readings/videos in this syllabus may no longer work directly from Syllabus. You can easily type in or copy/paste e-books, journal articles, and video titles into the search box via RUL website; and/or use the Reading List option in Canvas for some items.**

Course Materials

Required Texts

1. Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work* (2nd ed.). Harmony Books.
2. Nichols, M. P. (2009). *Inside family therapy: a case study in family healing* (2nd ed.). Allyn & Bacon.
(Hard copy is on reserve at Alexander Library under CSW II/Professor Munch)
3. **Yalom**, I. D. (2020). *The theory and practice of group psychotherapy* (6th ed.). Basic Books.
(Hard copy is on reserve at Alexander Library under CSW II/Professor Munch; and Newark and Camden)

Note: On-line/e-book version available through Rutgers Library. You may be asked for your NetID when you click the link on the catalog record. Please do **not** download the entire book as you will block other users. View individual chapters online OR download chapter PDFs. View/read the entire text online by selecting "EPUB Full Text." Copy and paste the entire link into your browser, as direct access from syllabus does not always work properly: <https://bit.ly/3geniiX>

Recommended Texts

1. Bein, A. (2008). *The zen of helping*. John Wiley & Sons.
2. Horne, A. M. (Ed.) (2000). *Family counseling and therapy* (3rd ed.). F.E. Peacock Publishers.
(Hard copy is on reserve at Alexander Library under CSW II/Professor Munch)

(Note: Until Fall 2016 when it went out of print, this was a “required” textbook. Instructor now provides links within Canvas modules to all “required” and “supplemental” chapters from Horne that are listed on the syllabus.)

3. Van Hook, M. P. (2014). *Social work practice with families: A resiliency-based approach* (2nd ed.). Lyceum.
4. **Wachtel**, P. (2011). *Therapeutic communication. Knowing what to say when*. Guilford.

Note: On-line/e-book version available through Rutgers Library; AND all required chapters are linked directly for you within our course/Canvas modules. Copy and paste the entire link into your browser, as direct access from syllabus does not always work properly:

<https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=684300>)

****NOTE:** Even though the two textbooks highlighted in **BLUE** offer e-book versions that RUL owns (and there may be e-rental versions of other books that I am not aware of), I strongly suggest that you purchase the hard copy version for your personal, professional library...these are excellent textbooks that you will refer to time and time again during your professional practice. If you have not already done so, I also highly recommend purchasing a hard copy of the textbooks used in CSW I (cognitive therapy; and interpersonal practice/Teyber & Teyber).

Required readings:

Unless specifically listed as "supplemental," all readings are to be completed in preparation for the corresponding module activities. Additional required readings may be assigned at the discretion of the instructor.

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

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

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

Supplemental Readings:

"Supplemental" (recommended, not required) readings will help your understanding of course material, assignments, and your field practice. You are expected to read a generous selection of supplemental readings and incorporate them into your course assignments (as appropriate).

To access supplemental readings, go to: libraries.rutgers.edu We have provided the links to the site or PDF in the "Readings and Resources" page located within the module. (Supplemental Readings are not necessarily located in the Reading List, but you do have access to them from your Module page).

Library Help:

Please refer all Rutgers library-related and/or electronic reserve questions to the Social Work Librarian, Meredith Parker (Meredith.parker@rutgers.edu) *or* to any librarian via the RUL Ask A Librarian service: copy and paste the entire link into your browser: <http://www.libraries.rutgers.edu/help> -- library link is also available within Canvas.

Instructional Format

Method of Instruction

CSW-II is structured into three units: families, couples, and groups. The format for the class may include lecture, discussion, videos, small/large group exercises, panels, role play and guest speakers. It is designed for maximum student participation and sharing of experiences and insights in order to facilitate the integration of theory and advanced practice.

[*Note: All closed-captions for instructor's course audio/video recordings are machine-generated at 70-90% accuracy. Please contact your instructor regarding any significant inaccuracies.]

Canvas will be used to deliver this online course. Canvas is a learning management system (LMS) designed to aid in the communication and dissemination of course information and materials. Students are to ensure that they have access to a working computer as well as an Internet server.

- Students are expected to check Canvas course “Announcements” and “Virtual Office” frequently, as this is the instructor’s primary method of communication with the class. Entering Canvas online from your computer/device is ideal as it will give you full functionality (as opposed to the mobile phone APP). The instructor will communicate only time sensitive course information using the Canvas Inbox (*Rutgers Email address) also known as the “Conversations” feature.
- Students are expected to set up your ‘notification’ preferences in Canvas to receive timely notifications of correspondence items including but not limited to: Announcements; Discussion thread posts - to see your classmates’ and instructor’s comments in Virtual Office and weekly discussions; and Grades comments. In order to receive timely correspondence from me/classmates, you should also set your 'preferred email' so that your Canvas Email will be forwarded to your most frequently-used email address (e.g., Gmail). Otherwise, you will need to manually/proactively check your Canvas Inbox (Email) daily.

This link (that links to an external site) provides information about how students can set up notifications - <https://community.canvaslms.com/docs/DOC-10624>

- It is expected, and is good “online course” technology practice, that students will download and organize all relevant items, including assignment due dates, the first week of the semester (e.g., syllabus, handouts, pdfs of readings [e.g., online articles *and* those placed on RU electronic library reserves under Course Coordinator’s name (formerly called Lead Teacher)], assignment instructions) onto their own personal computer/device in the event of power outage or hacker problems. Moreover, these materials are an important part of creating your “professional library” and you will find them useful resources post-graduation.
- The instructor cannot respond to technology questions. Refer Canvas questions to: 833-648-4357; help@oit.rutgers.edu
- Rather than contacting the instructor directly, it is expected that students will post all questions that arise outside of class regarding course content, lectures and assignments to the “Virtual Office” (located under “Course Essentials”; and/or another access door: “Discussions—Pinned Discussions”) located in your Canvas course. Go to “Virtual Office” to read the full instructions. However, if you have something sensitive/specific to your situation that needs to be discussed in private, indeed, please email the instructor.

Instructor and Student Roles

The instructor plays an active part in the learning process. Students can expect that the professor will convey clear, specific information about theory, advanced social work practice, and social work values and ethics. Assignments have been developed in a format that encourages learning, as well as provides the instructor with a means with which to evaluate the student. *The student plays an active part in the learning process.* As with all social work classes, participating in the process of the educational experience is vital. It is expected that students will participate in all modules, be prepared to discuss the module topic, and complete assignments on time. Students will demonstrate, in all module activities and assignments, that they have read the required readings along with a generous selection of supplemental readings, can relate readings and course material to their field experiences, and have sought out empirical evidence for the validity of various theories and the effectiveness of various intervention approaches.

Throughout all means in this course (e.g., class discussions/boards, virtual office, written and verbal assignments):

- Confidentiality (omission or pertinent modification of highly sensitive information) and anonymity (omission of identifying information: e.g., person, organization, geographic locale, dates) as defined by NASW Code of Ethics is expected regarding clients and class colleagues. As is the case for all social work courses, and especially clinical social work courses, students (and the professor) are expected to treat information (client and personal) discussed in the modules and presented in papers in a respectful manner.
- Anonymity (alias) must be protected (e.g., use pseudonyms in place of actual names of persons and organizations and geographic locations; omit use of proper names [and do *not* use actual/real initials] and use the descriptive or role label, such as mom/dad/maternal grandmother/brother/sibling; or acute care medical hospital vs. hospital name; or continent vs. name of country); omit dates. Paper will have clear instructions re: how to designate anonymity. And it is good practice *to acknowledge that you are using alias* information in discussion boards and videos—in fact, *everywhere* in the course (i.e., you can do so by saying something like: “John (alias) said xxx”).
- The instructor cannot control what is discussed outside of the module activities; therefore, students must use discretion as to what information they choose to reveal.
- The RU-SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, physical difference, political ideology, etc.) are respected and recognized as a source of strength. Students and Instructors are expected to respect differences and contribute to a learning environment that allows for a diversity of intellectual thought and worldviews; an environment that allows individuals to confirm, grow, challenge, modify, and change previously held viewpoints on their journey of learning.
- Behavior in this course must also comply with the university’s code of conduct (<http://studentconduct.rutgers.edu/university-code-of-student-conduct>).
- Failure to comply with course policies will result in class participation (and/or assignment) point deductions at the instructor’s discretion, or other appropriate action.

The benefit of the online course format is that you can study “virtually” anywhere. However, in the spirit of mindfulness practice, students are encouraged to create a ‘soundscape’ conducive to learning: a milieu free from extraneous noise and distractions (e.g., silence cell phone and social media alerts during “module” time).

Assignments and Grading

Assignments

- Assignments (papers, videos, exams, and including discussion posts) are due on the specified date/time. Only the first assignment submitted will be accepted; do *not* submit more than one version of an assignment.
- Late assignments:
 - Late assignments will be accepted only in very unusual and compelling extenuating circumstances (i.e., urgent and/or emergency events such as illness; bereavement; natural disaster) and only if cleared with the instructor *in advance* (except, of course, for unanticipated emergency event where early notice is impossible), and a definite plan for completion of missing work is agreed upon in advance by the instructor and the student. The instructor may also require that the student provides written documentation of the instructor-approved extenuating circumstance.
 - Late assignments not arranged *in advance* will not be accepted (i.e., not read/evaluated by Professor) and will receive a grade of zero (0.0). In this era of technology, technical difficulties are *not* deemed a compelling reason for late submission of assignments (unless there is a universal disruption or atypical event). Students are expected to practice good ‘technology hygiene’ (e.g., external back-up of work products) and access alternative technology from other sources (e.g., friend/family/library) if a personal device fails (e.g., laptop/printer problems).
 - Contacting the instructor less than 24 hours prior to the due date may be an insufficient turn-around time to receive an email reply. Email/voicemail to the professor does *not* ensure that an extension will be granted. If you have not discussed whether your circumstance qualifies for an extension and an agreed-upon extension plan with your instructor has not been made, you should submit your work product in whatever form it is in; some points are better than zero points.
- Please be advised that waiting until the last minute to complete and/or submit an assignment (hard copy or electronic) may leave you vulnerable to technical problems, possibly resulting in a failing grade for that assignment (and possibly the course). It can take up to approximately 15 minutes for a submitted assignment to be uploaded and time-stamped in Canvas (items are not immediately uploaded). Thus, plan to submit well before the actual time due as the instructor will use only the verified documentation/time-stamp (Eastern Time/ET) in Canvas and not the time that students say they submitted.
- Note: The Canvas calendar can identify only the initial assignment within a discussion board; thus, as only the “initial post” date is listed, students are expected to calculate the “reply/response/comment post” due date. See “Activity Table” for all assignment due days and enter them into your personal calendar.

Unless otherwise specified by the instructor, written assignments must be double spaced, using one-inch margins, 12-point font, numbered pages, formal English, and the *current American Psychological Association (APA)* style of documentation (note differences for paper book versions and e-books). Typographical errors; poor grammar, syntax, spelling, word choice, and organization; or other problems which impede clarity of communication will result in lower grades. Students who fail to follow instructions will be penalized. Plagiarism, cheating, sabotage or any other violation of academic or professional standards for ethical behavior will not be tolerated and will result in failure of the assignment and the course. All assignments for this class must reflect social work values and ethics, including awareness of issues of diversity and economic and social injustice.

1. **Genogram Assignment (100 points)**
The student is asked to create their personal genogram (diagram) and provide a written paper/analysis.

2. **Group Proposal Paper (100 points)**
The student is asked to prepare a written proposal for a new clinical therapeutic group.

3. ~~**Clinical Process Paper: Case Presentation (10 points, includes “reply/comment” posts)**~~
This is a mini-class presentation, submitted via Discussion board post, based on the written Clinical Process Paper.
Note: This assignment is **cancelled, and the 10 points will be given to every student as “free points.” An additional reminder Announcement will be made in the Canvas course during the first few weeks of the semester.*

4. **Clinical Process Paper (100 points)**
This is an expository paper in which the student is asked to present a problematic segment from a field placement case session that integrates a family, couple or group therapy approach.

5. **Participation: e.g., Syllabus Quiz, Student Introduction, Discussions Board assignments (25%)**

Grading

Excluding Participation, the assignments for this course are worth a total of 75% of the final grade. Each will involve an integration of the course readings, lectures, and discussions. These assignments, together with an evaluation of students' Participation, worth 25%, will make up the course grade. *Note: Receiving a zero (and/or very low F) in any of the main paper assignments could mathematically result in an overall grade of F for the course.

Assignment or Assignment Type	Point Value	Percentage of Final Grade
Genogram Paper	100	25%
Group Proposal Paper	100	20%
Clinical Process Paper: Case Presentation Cancelled—free points	10	5%
Clinical Process Paper	100	25%
Participation	--	25%

Final grades in this course, as in most courses in the School of Social Work, are letter grade numerical equivalents. Listed below are the corresponding percentages/points (as defined in this course) and general definition of these grades:

Letter Grade	Percentage of Total Possible Points	Definition	Grade-Point Value
A	100–92	Outstanding	4.0
B+	91–87		3.5
B	86–82	Good	3.0
C+	81–77		2.5
C	76–70		2.0
F	69 and below	Failing	0.0

***Note:** Point-5 (.5) will be rounded up (one decimal) for the final course grade.

*See also handout “Grading Rubric for All Papers.”

Course Outline

Note:** References (and in-text citations) on course Syllabus, PowerPoint slides, handouts, and RUL Electronic Reserves and reference lists are formatted for ease of locating on the syllabus and elsewhere and are *not* necessarily proper APA format (*which is required for student assignments*). Also, a limitation of Canvas technology during the copy/paste process of references (from Syllabus to Canvas) is that, for example, Canvas often omits necessary italics for journal article title and volume (and book title). The instructor has omitted DOIs to save space. ***Students are expected to refer to current APA manual 7th edition for proper reference (and in-text citation) format.

For example, the proper APA style reference for a journal article is:

Jackson, K. (2014). Social worker self-care—The overlooked core competency. *Social Work Today*, 14(3), 14.
[add DOI number if available]

For example, the proper APA style reference for a chapter in an edited book, such as Horne chapters:

Horne, A. M. (2000). Introduction. In A. M. Horne (Ed.), *Family counseling and therapy* (pp. 1-11). F.E. Peacock Publishers.

Papero, D. V. (2000). The Bowen theory. In A. M. Horne (Ed.), *Family counseling and therapy* (pp. 272-299). F.E. Peacock Publishers.

Thus, Instructor will usually refer to chapters from the Horne edited textbook in the syllabus (and lectures) by “Horne” or the page or chapter number, and not by the author/s of the chapter (which is proper APA style-which students must follow in their papers/assignments).

Module 1—Introduction and Overview of the Course; Mindfulness and Clinical Practice; Professional Development

Required Texts

Nichols

* Read a few chapters each week, completing entire book by Session 7.

Gottman and Silver

* Read a few chapters each week, completing entire book by Session 7.

Required Online Reading and Other Materials

Read

Burgoyne, N. & Cohn, A. S. (2020). Lessons from the transition to relational teletherapy during COVID-19. *Family Process, 59*(3), 974-988.

Napoli, M. (2011). React or respond: A guide to apply mindfulness for families and therapists. *Families in Society: The Journal of Contemporary Human Services, 92*(1), 28–32.

Vito, R. (2020). How do social work leaders understand and ideally practice leadership? A synthesis of core leadership practices. *Journal of Social Work Practice, 34*(3), 263-279.

Wachtel, P. (2011). *Therapeutic communication. Knowing what to say when*. New York: Guilford.
Ch. 1: Rethinking the talking cure: The therapist speaks too (pp. 3–20)

Handout: Clinical Social Work (Munch-created document: downloadable PDF)

View these regarding the myth of multitasking:

[TEDxSanJoseCA-Adam Gazzaley, MD, PhD](#), April 17, 2011 (total time 22:40)

*View entire if possible, yet, prioritize starting at 14:29 and watch to the end.

Supplemental Materials

Read

Jackson, K. (2014). Social worker self-care—The overlooked core competency. *Social Work Today, 14*(3), 14.

Schwartz, R. H., Tiarniyu, M. F., & Dwyer, D. J. (2007). Social worker hope and perceived burnout. *Administration in Social Work, 31*(4), 103–120.

Module 2—Family Systems and Common Elements

Required Online Reading and Other Materials

Read

D'Aniello, C., Nguyen, H. N., & Piercy, F. P. (2016). Cultural sensitivity as an MFT common factor. *The American Journal of Family Therapy*, 44(5), 234-244.

Horne

Ch. 1: Introduction

Ch. 2: Working from a family focus: The historical context of family development and family systems

Ch. 3: Common elements in family therapy, theory and strategies

Ch. 18: Integrative family therapy

Van Hook, M. P. (2014). *Social work practice with families: A resiliency-based approach* (2nd ed.). Chicago: Lyceum.

Approaches to social work practice with families (pp. 153–164)

Welsh, M. G. (2011). *Journal of GLBT Family Studies*, 7(1/2), 49–71.

Module 3—Structural Family Therapy, Part 1

Required Online Reading and Other Materials

Read

Horne

Ch. 6: Structural family therapy

Minuchin, S., & Fishman, H. C. (1990). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

Ch. 3: Joining (pp. 28–49)

Ch. 4: Planning (pp. 50–63)

Ch. 6: Reframing (pp. 73–77)

Ch. 7: Enactment (pp. 78–97)

Ch. 11: Boundaries (pp. 146-160)

View

Structural Family Therapy (with Harry Aponte) (total time: 1:55:00)

<https://rutgers.kanopy.com/welcome/video/structural-family-therapy>

Supplemental Materials

Read

Horne

Ch. 7: Strategic family therapy

Van Hook, M. P. (2014). *Social work practice with families: A resiliency-based approach* (2nd ed.). Chicago: Lyceum.

Ch. 7: Structural family therapy (pp. 207–222)

Module 4—Structural Family Therapy, Part 2

Required Online Reading and Other Materials

Read

Bitter, J. R. (2014). *Theory and practice of family therapy and counseling* (2nd ed.). Belmont, CA: Brooks/Cole/Cengage.

Ch. 10: Structural family therapy (pp. 233–256)

Wachtel, P. (2011). *Therapeutic communication. Knowing what to say when*. New York: Guilford.

Ch. 7: Accusatory and facilitative comments... (pp. 123–142)

Ch. 8: Exploration, not interrogation (pp. 143–166)

Ch. 11: Attribution and suggestion (pp. 216–245)

Ch. 12: Reframing, relabeling, and paradox (pp. 246–266)

Module 5—Intergenerational Family Therapy (The Bowen Theory), Part 1

Required Online Reading and Other Materials

Read

Dumont, D. E. (2019). Facing adulthood: Helicopter parenting as a function of the family projection process. *Journal of College Student Psychotherapy*, 35(1), 1-14. DOI: 10.1080/87568225.2019.1601049

Horne

Ch. 10: The Bowen Theory

LaSala, M. C. (2007). Old maps, new territory. *Journal of GLBT Family Studies*, 3, 1–14.

Van Hook, M. P. (2014). *Social work practice with families: A resiliency-based approach* (2nd ed.). Chicago: Lyceum.

Ch. 11: Bowen family systems (pp. 295–304)

View

Bowenian Family Therapy (with Harry Aponte) (total time: 1:58:47): Watch beginning to 25:05 (Optional: 25:05 [after the overview and when case begins] to the end (1:58:47)—roughly 60 minutes of case, 30 minutes of debrief of case). <https://rutgers.kanopy.com/video/bowenian-family-therapy>

Intergenerational family therapy (with Ramon G. Corrales) (total time: 1:03:28)

Watch beginning to 33:56 (viewing 33:56 to the end 1:03:28, strengths and limitations of the Bowen theory, is optional)

Honda, K. (2015, January 16). *Bowenian therapy* [video file]. Retrieved from <https://www.youtube.com/watch?v=Em1hFfk9hs> (running time 10:15)

Supplemental Materials

Read

Guerin, P. J., Fogarty, T. F., Fay, L. F., & Kautto, J. G. (1996). *Working with relationship triangles: The one-two-three of psychotherapy*. NY: Guilford Press.

Ch. 2: The relevance of triangles in clinical context

Ch. 3: Addressing triangles in therapy

Ch. 5: Emotional process within triangular structure

The Bowen Center for the Study of the Family (Website): <https://thebowncenter.org/theory/eight-concepts/>

Module 6—Intergenerational Family Therapy (The Bowen Theory), Part 2

Required Online Reading and Other Materials

Read

McGoldrick, M. & Gerson, R. (2008). Genograms and the family life cycle. In Carter, B. & M. McGoldrick, *The changing family life cycle* (2nd ed., pp. 164–187). Boston: Allyn & Bacon. [Ch. 8]

McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms*. NY: W.W. Norton. Chapter 2: Developing a genogram to track family patterns (pp. 13–61)

Standard Symbols for Genograms (Multicultural Family Institute).

Van Hook, M. P. (2014). *Social work practice with families: A resiliency-based approach* (2nd ed.). Chicago: Lyceum. Ch. 3: Assessment of families (pp. 64–108)

Wachtel, P. (2011). *Therapeutic communication. Knowing what to say when*. New York: Guilford. Ch. 8: Exploration, not interrogation (pp. 143–166)

Handout: Summary Overview of Three Family Therapy Models (Munch-created document: downloadable PDF)

View

Harnessing the Power of Genograms (with Monica McGoldrick) (total time: 1:54:00)

https://stream.libraries.rutgers.edu/commercial/Harnessing_the_power_of_genograms_in_psychotherapy.mp4/

Supplemental Materials

Read

Hodge, D. R. (2001). Spiritual genograms: A generational approach to assessing spirituality. *Families in Society: The Journal of Contemporary Human Services*, 82(1), 35–48.

View

CBS Sunday Morning. (2013, October 27). *Marisol Hemingway's road to happiness* [Video file]. (total time: 7:39)

Kudrow, Lisa (Executive Producer). (2010). *Who do you think you are?* [Television series]. Silver Spring, MD: The Learning Channel. <https://www.tlc.com/tv-shows/who-do-you-think-you-are/>

You may select any episode to watch, based on the celebrity that is most interesting to you. Some episodes may be available on [YouTube](#). Others are available on [GooglePlay](#), and yet others may be accessible on various subscription sites, such as [Hulu Plus](#).

Required Texts

Nichols

* Entire book *should be finished in order to incorporate into your Genogram Paper, that is due this module, and other assignments as applicable.*

Gottman and Silver

* Entire book *should be finished in order to incorporate into your Genogram Paper, that is due this module, and other assignments as applicable.*

Required Online Reading and Other Materials

Read

Bhugun, D. (2019). *Intercultural parenting and relationships: Challenges and rewards*. Springer International Publishing AG.

Chapter 1: pp. 1 only (to provide brief context—Australian study)

Chapter 3: pp. 47-129

FYI re: Bhugun: Although the required chapters are in the “Reading List”: Print version and e-book are available:

See the catalog record and access link: <http://bit.ly/2A3AeU3>

And, here is the direct link to the book:

<https://login.proxy.libraries.rutgers.edu/login?url=https://ebookcentral.proquest.com/lib/rutgers-ebooks/detail.action?docID=5771816>

Hill, W. E., Hasty, C. & Moore, C. J. (2011). Differentiation of self and the process of forgiveness: A clinical perspective for couple and family therapy. *The Australian and New Zealand Journal of Family Therapy*, 32(1), 43-57.

Horne

Ch. 15: Behavioral approaches to couple and family therapy.

Stuart, R. B. (2002). Integrative therapy for couples. In J. Carlson & D. Kjos (Eds.), *Theories and strategies of family therapy* (pp. 317–352). Boston: Allyn & Bacon. [Ch. 14]

O’Hare, T. (2015). *Evidence-based practices for social workers: An interdisciplinary approach* (2nd ed.). Chicago: Lyceum.

Ch. 11: Distressed couples. (pp. 375–415)

Handout: Instructor Notes on the video *Behavioral Couples Therapy* (Munch-created document: downloadable PDF)

View

[Behavioral couples therapy \(with Richard Stuart\)](#) (total time: 1:55:51)

Supplemental Materials

Read

Fishbane, M. D. (2011). Facilitating relational empowerment in couple therapy. *Family Process*, 50(3), 337–352.

Guerin, P. J., Fay, L. F., Fogarty, T. F., & Kautto, J. G. (1999). Brief marital therapy: The story of triangles. In J. M. Donovan (Ed.), *Short-term couple therapy* (pp. 103–123). New York: Guilford Press. [Ch. 5]

Stuart, R. B. (1983). *Couple's pre-counseling inventory*. Champaign, IL: Research Press. (**Note:** This selection and the following selection are contained in the same PDF file on Course Reserves.)

Stuart, R. B. (1983). *Couple's therapy workbook*. Champaign, IL: Research Press. (**Note:** This selection and the previous selection are contained in the same PDF file on Course Reserves.)

Required Online Reading and Other Materials

Read

Belous, C. K. (2015). Couple therapy with lesbian partners using an affirmative-contextual approach. *The American Journal of Family Therapy, 43*(3), 269-281.

McGeorge, C. & Carlson, T. S. (2011). Deconstructing heterosexism: Becoming an LGB affirmative heterosexual couple and family therapist. *Journal of Marital and Family Therapy, 37*, 14–26.

Stuart, R. B. (1980). *Helping couples change: A social learning approach to marital therapy*. New York: The Guilford Press.

Ch. 3: Techniques of therapy based on social learning theory (pp. 43–60)

Ch. 6: Caring Days: A technique for building commitment to faltering marriages (pp. 192–208)

Van Hook, M. P. (2014). *Social work practice with families: A resiliency-based approach* (2nd ed.). Chicago: Lyceum.

Ch. 5: Social learning/cognitive family counseling. (pp. 165–188)

Wachtel, E. F. (2011). Therapeutic communication with couples. In P. L. Wachtel (pp. 343–362), *Therapeutic communication. Knowing what to say when*. New York: Guilford.

Supplemental Materials

Read

Bepko, C. & Johnson, T. (2000). Gay and lesbian couples in therapy: Perspectives for the contemporary family therapist. *Journal of Marital and Family Therapy, 26*(4), 409–419.

Butler, M. H., Harper, J. M., & Mitchell, C. B. (2011). A comparison of attachment outcomes in Enactment-based versus Therapist-centered therapy process modalities in couple therapy. *Family Process, 50*(2), 203–220.

Nichols, M. P., & Minuchin, S. (1999). Short-term structural family therapy with couples. In J. M. Donovan (Ed.), *Short-term couple therapy* (pp. 124–143). New York: Guilford Press. [Ch. 6]

Scherrer, K. S., Ingersoll-Dayton, B., & Spencer, B. (2014). Constructing couples' stories: Narrative practice insights from a dyadic dementia intervention. *Clinical Social Work Journal, 42*(1), 90–100.

Softas-Nall, B., Beadle, M., Newell, J., & Helm, H. M. (2008). Spousal disclosure of extramarital relationships: Attitudes of marriage and family therapists. *The Family Journal, 16*, 328–338.

Stith, S. M., & McCollum, E. E. (2011). Conjoint treatment of couples who have experienced intimate partner violence. *Aggression and Violent Behavior, 16*, 312–318.

Stuart, R. B. (1980). *Helping couples change: A social learning approach to marital therapy*. New York: The Guilford Press.

Ch. 4: Assessing troubled marriages (pp. 61–132)

[there are more current instruments available, yet many listed have validity and are in use today, e.g., DAS, p. 74]

Ch. 5: Structuring the therapeutic process (pp. 133–191)

Module 9—Clinical Group Practice, Part 1

Required Texts

Yalom

- Ch. 1: The therapeutic factors
- Ch. 2: Interpersonal learning
- Ch. 3: Group cohesiveness

Required Online Reading and Other Materials

Read

Atieno Okech, J. E., Pimpleton-Gray, A. M., Vannatta, R., & Champe, J. (2016). Intercultural conflict in groups. *The Journal for Specialists in Group Work, 41*(4), 350-369.

Handout: Typology: Groups

Supplemental Materials

Read

Yalom

- Ch. 4: The therapeutic factors: An integration

Leszcz, M., & Kobos, J. C. (2008). Evidence-based group psychotherapy: Using AGPA's practice guidelines to enhance clinical effectiveness. *Journal of Clinical Psychology: In Session, 64*(11), 1238–1260.

Module 10—Clinical Group Practice, Part 2

Required Texts

Yalom

- Ch. 5: The therapist: Basic tasks
- Ch. 6: The therapist: Working in the here-and-now
- Ch. 15: Specialized therapy groups

Required Online Reading and Other Materials

Read

Wachtel, P. (2011). *Therapeutic communication. Knowing what to say when*. New York: Guilford.
Ch. 13: "Therapist self-disclosure: Prospects and pitfalls" (pp. 267–298)

View

[Understanding group psychotherapy \(with Irving Yalom\): Inpatients, Part 1](#) (total time: 48:10)

Supplemental Materials

Read

Yalom

- Ch. 7: The therapist: Transference and transparency

Module 11—Clinical Group Practice, Part 3

Required Texts

Yalom

Ch. 8: Selecting clients and composing groups

Ch. 9: Creating the group

Ch. 10: In the beginning

Required Online Reading and Other Materials

Read

Gitterman, P. (2019). Social identities, power, and privilege: The importance of difference in establishing early group cohesion. *International Journal of Group Psychotherapy*, 69(1), 99-125.

View

[Understanding group psychotherapy: Inpatients, Part 2](#) (total time: 59:30)

Module 12—Clinical Group Practice, Part 4

Required Texts

Yalom

Ch. 11: The advanced group

Ch. 12: The challenging group member

Required Online Reading and Other Materials

Read

Maples, J. L., & Walker, R. L. (2014). Consolidation rather than termination: Rethinking how psychologists label and conceptualize the final phase of psychological treatment. *Professional Psychology: Research and Practice*, 45(2), 104-110.

Rosenthal Gelman, C., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year interns' experiences with premature termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35(2), 79-90.

View

[Understanding group psychotherapy: Outpatients, Part 1](#) (total time: 54:15)

Supplemental Materials

Read

Anthony, S. & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26(3) 281-296.

Module 13—Clinical Group Practice, Part 5

Required Texts

Yalom

Ch. 5: The therapist: Basic tasks (repeat reading)

Ch. 11: The advanced group

Ch. 12: The challenging group member (repeat reading)

Required Online Reading and Other Materials

Read

Wachtel, P. (2011). *Therapeutic communication. Knowing what to say when*. New York: Guilford.
Ch. 11: Attribution and suggestion (pp. 216–245)

View

[Understanding group psychotherapy: Outpatients, Part 2](#) (total time: 54:10)

Supplemental Materials

Read

Yalom

Ch. 13: Specialized formats and procedural aids

Ch. 14: Online psychotherapy groups

Module 14—Clinical Process Presentation and Paper

Required Texts

No readings in this module.

Module 15—Wrap-Up

Required Online Reading and Other Materials

Read

Poems to Send You on Your Way

Course Evaluation

Rutgers University issues an electronic survey that evaluates both the course and the instructor. This survey is completed by students at the mid-point and the end of the semester, and all responses are anonymous.

Academic Integrity

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

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

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

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

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

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

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

Honor Pledge Requirement

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment. Signed by _____.*** (typed name is acceptable for electronic papers)

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's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](#) on the ODS web site (<https://ods.rutgers.edu/students/getting-registered>).

Library Research Assistance

The following Rutgers librarians are all available to meet with students in-person or by phone:

Meredith Parker is the social work librarian on the New Brunswick Campus, Alexander Library:

meredith.parker@rutgers.edu p. 848-932-6124;

Natalie Borisovets is at Newark, Dana Library: natalieb@rutgers.edu p. 973-353-5909;

Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830.

Writing Assistance

Fully online degree program students have access to Smarthinking. This is an online tutoring service that allows students to schedule an appointment or drop-in (on-demand) tutoring service and writing center support. Students may also submit a question to be answered within 24 hours if immediate help is not necessary. Fully online degree students are provided **TEN hours of service**, after which you may purchase additional time. Fully online degree program students can access Smarthinking by [viewing all your courses in Canvas](#) and selecting “[Online Tutoring and Writing Support](#)” course.

Success in graduate school and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources (See also Canvas for direct links to numerous resources)

APA Style

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

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Style Guide <https://apastyle.apa.org/products/publication-manual-7th-edition>

Purdue OWL Mechanics, grammar, organization <https://owl.english.purdue.edu/owl/section/1/>

Active Shooter Resources

It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus: <http://rupd.rutgers.edu/shooter.php> *****Please watch the two short videos listed under “Resources.”***

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Diversity and Inclusion Statement

The RU-SSW supports an inclusive learning environment where diversity of individual differences (including, but not limited to, race/ethnicity, gender-identity and expression, class, sexuality, religion, ability, SES, political ideology, etc.) are respected and recognized as a source of strength. Students and faculty are expected to engage in intellectual discussion and debate in a respectful manner which contributes to a learning environment that allows for diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

Reaching Out and Student Success and Well-Being

Graduate School is challenging. If you are struggling academically or if you have other personal concerns that are interfering with your studies, please reach out to me and communicate your concerns. I am here to help you with course content, and I can refer you to other academic support and/or resources to support your well-being as necessary. You can also contact the [Office of Student Affairs](#) and your academic advisor to help facilitate your success in our program as well. A variety of resources can be found on issues including supports around behavioral health/counseling, sexual violence and misconduct diversity and inclusion and bias reporting by campus at <https://socialwork.rutgers.edu/current-students/office-student-affairs>.