RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

**SCHOOL OF SOCIAL WORK**

**SYLLABUS**

**Romania’s [R]Evolution: Community Care for Vulnerable Groups in Romania**

**19.910.508/509 Global Service Learning to Romania – Summer 2017**

**01.959.396.01** Course Place Holder (INDEX # 01691)

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

[**Cluj-Napoca, Romania**](http://romaniatourism.com/cluj-napoca.html) **&** [**Babeș-Bolyai University (UBB)**](http://www.ubbcluj.ro/ro/)

**Dates: Orientation and Introduction to Romania Social Services**

ARRIVE IN-COUNTRY Sunday, June 12, 2017

Destination Airport: [**Cluj Avram Iancu International Airport**](http://airportcluj.ro/?id_limba=2)

 Service Learning Program (Internship) Ends: Friday, July 7, 2017

 Departure: Saturday, July 8, 2017



**Faculty Director:** [**Rebecca T. Davis**](http://socialwork.rutgers.edu/Faculty/RebeccaDavis.aspx)**, Ph. D., LCSW, Associate Professor for Professional Practice, Rutgers School of Social Work**

**“Never doubt that a small group of thoughtful, committed citizens could change the world. Indeed, it is the only thing that ever has.” Margaret Mead**

1. **Course Description: Romania’s [R]Evolution – Community Care for Vulnerable Groups in Romania**

This global service learning experience provides students the opportunity to study and learn first-hand about the profession of social work and social services within the Romanian and European contexts. Students will also experience the rich multicultural history of Transylvania’s Romanian, Hungarian, and German past and present. Students will complete a guided internship with a community-based social service agency, tailored to meet the student’s educational plan. Some of the vulnerable groups that are served in selected host agencies include children and adults with disabilities, at-risk adolescents, children who have been abused and/or neglected, adults with mental illness, children with autism, and elderly. Students will engage in reflective seminars with Romanian social workers, students, and professors. Some of the service learning (internship) hours will be done, side by side, with a Romanian social work student and/or a visiting European social work student. Students will learn about the evolution and status of social work in Romania (educational requirements, legislation, standards of practice, and regulation). And parallel to learning about social work, students will learn about the evolution of the public and private (non-profit) social services system in Romania, from the post-Revolution years beginning in 1990 to present. Of special interest is the establishment and growth of the non-profit sector and its role in the delivery of social services and the growth of democracy through advocacy and empowerment. European and global comparisons about social work and social services will be highlighted. Students will expand their conceptual frameworks and vocabulary to incorporate global standards and practices.

1. **Course Overview and Format:**

Under the communist regimes, Romania and other countries in the Soviet Bloc relied heavily on government operated institutions, widely known as *orphanages*, to care for children separated from their parent. This is a misnomer since most of the children had living parents. Children were often placed because of social and economic reasons – sometimes call *social orphans*. In reality, that was the only option in Romania and many countries in the region when families needed support. Institutions were also used to care for other vulnerable groups including youth in difficulty with the law, and children and adults with disabilities, persons with mental illness, and the elderly. Under the communist ideology, neither the family nor social workers were recognized as integral parts of the *social* *welfare system*. There were no non-governmental organizations (NGO’s) (or non-profit organizations as they are known in the US), because ‘freedom to associate’ was restricted. The social contract under the socialist regime assumed that all people had the same needs and government could be depended on to take care of them. Yet, under the harsh Communist regime of the Romanian dictator, [Nicolae Ceausescu](http://www.npr.org/sections/parallels/2014/12/24/369593135/25-years-after-death-a-dictator-still-casts-a-shadow-in-romania), people were deprived of their basic human rights including access to basic necessities such as food, electricity, and heat. People who challenged the regime were placed in prison and/or lost their lives.

The fall of the 40+ year Communist regime in December, 1989 gave new freedoms and responsibilities to citizens across the 27 countries of the Soviet Bloc. And since the early 1990’s the profession of social work and social work schools have grown and blossomed. In this program, students will experience Romania as a case study on this shift from residential care to community care for vulnerable populations. This happened simultaneously with the political transition to democracy and a decentralization of child welfare and protection services to the local level. This happened within the context of schools of social work which opened only in 1990 after being closed for over 20 years. Students will learn about the investments from Romanian and international governments and organizations and the outcomes in the present. Currently there are well over 20 social work education programs across the country

Although there have been great strides in democracy, social work education, and economic growth, many people have been left behind. The political transition and, more recently, the 2008 economic downturn in Romania and the Region, resulted in increased human suffering and strained the formal and informal safety nets to the point of individual and family crisis. Universal access to social services is still not a part of the public ideology. Poverty, coupled with other risk factors, lead to poor quality of life outcomes such as poor nutrition, inadequate living conditions, substandard housing, exposure to environmental hazards, high levels of stress, child abuse, alcoholism and drug addiction, poor school attendance, stigma and marginalization, trafficking in persons, and gender-based violence. These risks are even greater for the Roma population, a highly marginalized population in Romania and the broader region. Case management, a model of social work practice that is part of Romania’s Social Work Law, continues to lag behind, especially within the context of public services.

Also of interest is Romania’s accession to the [European Union (EU)](http://www.euintheus.org/interactive-map/eu/). The impact this has on everyday citizens, funding of public and private services, and the meaning of “citizenship” will be discussed. Within this context of political, institutional, and social change, students will have the opportunity to learn, through field visits, lectures, and cultural exchanges, the constraints and opportunities for continuing Romania’s [R]Evolution to incorporate a continuum of care that supports family and community through an empowerment lens social development and human right. Students will explore a range of practices to address vulnerable populations including the Roma (commonly known as gypsies), children with disabilities, mentally ill adults, prisoners, victims of human trafficking, and frail elderly. Macro-practice topics include the development and status of NGO’s in Romania, social work education and training, and health and social service reforms.

1. Place of Course in Program: This is a course with field education credit for social work students (both micro and macro practice). Students can also fulfill specialized placement requirements for certificate programs and area 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 be able to:
* Demonstrate knowledge about diversity, stigma, and marginalization within the Romanian and European contexts and apply it to one’s own worldview
* Discuss opportunities and constraints for improving the lives of vulnerable groups that are specific to the Romania context, incorporating a person-in-environment framework.
* Demonstrate a beginning competence in researching a need within Romania, analyzing care models, and formulating interventions related to desired outcomes.
* Describe “use of self” in the Romanian 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, etc.
* Integrate and apply social work values, 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 Goal**

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the nine (9) Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.
4. Required Texts: TBD
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 the CSWE’s core competencies of social work education. Through field activities, students operationalize the practice behaviors that demonstrate their level of competence.

**Process 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 Process Recordings and Journal Entries***

* Serves as the basic instrument in guiding learning, and helps students conceptualize and organize ongoing activities with client systems.
* Helps to clarify the purpose of an interview or activity, and the role of the student in it.
* Provides a basic tool for stimulating communication and self-awareness.
* Provides a base for both the student and 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 semester. Recording submissions will be periodically reviewed by the liaison. Students will be notified by email if they are falling out of compliance. Continued disregard for regularly submitting recordings will place students in jeopardy of failing.

* **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 (including a timesheet) are kept in an excel file and is submitted at times determined by the primary supervisor.

**Supervision**

Students will have weekly supervision in different formats:

Individual Supervision: The 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 director of the program at least once a week while in-county (4 times).

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, audio or videotapes, 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 all assigned readings and engage in full participation for 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 Research Paper**

Students are expected to write a final paper (8-10 pages) that deepens one’s understanding of their service learning experience by researching the literature (peer-reviewed and grey literature) based on specific research questions that are developed as part of your learning contract and supervisory sessions. These research questions will be developed throughout the service learning program and finalized prior to departure. Instructions are provided in a separate detailed document. Accurate APA style writing is required for all students.

1. **Grading**
2. **Course Evaluation**

A field evaluation form will b

**IX: Course Outline**

**Itinerary is provided separately**

Readings: Under **DocSharing on ECollege**

**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 and Romania-Specific Social Welfare and Social Work Reforms**

**HIV/AIDS and Other Infectious Diseases**

Degi, C. & Pataki, B. (n. d.). *Participation or exclusion of HIV-infected children in Romania: From vulnerability to empowerment.*

**The Profession of Social Work and Social Work Education in the Former Soviet Bloc**

Crawford, K., Walker, J. & Granescu, M. (2006). Perspectives on social care practice in Romania: Supporting the development of professional learning and practice. *British Journal of Social Work*, 36, 485-498.

Davis, R. T. & Blake, A. M. (2008). *Social work education and the practice environment in Europe & Eurasia*. Report for the Social Transition Team, Office of Democracy, Governance and Social Transition of USAID by Creative Associates International, Inc. and the Aguirre Division, JBS International Inc. Retrieved from <http://www.crin.org/docs/Best%20Practices%20in%20Social%20Work%20_final_121008.pdf>

**Child Welfare and Protection**

Davis, R. T. & Simmel, C. (2014). *Case management toolkit: A user’s guide for strengthening case management services for in child welfare.* Washington, DC., A Publication for the Europe and Eurasia Bureau, USAID/Washington under contract with Aguirre Division, JBS International Inc. Retrieved from <http://www.iss-usa.org/uploads/File/Case%20Management%20Toolkit.pdf>

Dickens, J. (2009). Social policy approaches to intercountry adoption. *International Social Work*, 52, 595-607.

EU China – Civil Society Dialogue. (2012). *EU-China civil society dialogue on left-behind children in Europe and China*. Retrieved from <http://www.childrenleftbehind.eu/wp-content/uploads/2012/06/2012-02-20_EU-ChinaDoc.pdf>

Romania Ministry of Labor, Social Solidarity and Family & National Authority for the Protection of Children’s Rights. (n. d.). *Child welfare in Romania: The story of a reform process*. Bucharest, Romania: Ministry of Labor, Social Solidarity and Family. Retrieve from <http://www.sosuaarhus-international.com/dokumenter/FAIRstart/Kick-off%20papers%20web/Childcare%20services%20Romania.pdf>

Rus, A. V., Parris, S., Cross, D., Purvis, K., & Ghici, S. (2011).Reforming the Romanian child welfare System: 1990 – 2010. *Revista de Rercetare [i interven]ie Social (Research Review of Social Interventions)*, 34, 56- 72.

UNICEF. (2005). *The situation of child abandonment in Romania*. Retrieved from <http://www.ceecis.org/child_protection/PDF/child%20abandonment%20in%20Romania.pdf>

**Children with Disabilities**

Deteseanu, D. (2013). *Country report on Romania for the study on member states’ policies for children with disabilities*. A report to the European Parliament’s Committee on Civil Liberties, Justice, and Home Affairs. Retrieved from <http://www.europarl.europa.eu/meetdocs/2014_2019/documents/libe/dv/25_rocountryreport_/25_rocountryreport_en.pdf>

Walker, G. (2011). Postcommunist deinstitutionalization of children with disabilities in Romania: Human rights, adoption, and the ecology of disabilities in Romania. *Journal of Disability Policies*, 22 (3), 150-159.

**Mental Illness and Disorders**

European Union (EU) – World Mental Health. (n.d.). The burden of mental disorders in the European Union: Fact sheet. Retrieved from <http://www.eu-wmh.org/PDF/FactSheet_Burden.pdf>

Florescu, S., Ciutan, M., Popovici, G., Galaon, M., Ladea, M., Pethukova, M., Hoffnagle, A. (2009). The Romanian mental health study: Main aspects of lifetime prevalence and service use of DSM-IV disorders. *Management in Health*. A research project of the World Health Organization World Mental health Survey Initiative. Retrieved from <http://journal.managementinhealth.com/index.php/rms/article/viewFile/30/104>

Lee, E. J., Keyes, K., Bitfoi, A., Mihova, Z., Pez, O., Yoon, E., & Masfety, V. K. (2014). Mental health disparities between Roma and non-Roma children in Romania and Bulgaria. *BMC Psychiatry, 14(297)*, 1-7.

Regional Health Development Center on Mental Health in South-eastern Europe. (2012, December). Working together in the area of mental health in South-eastern Europe: Health mind, healthy community. *South-Eastern Europe Health Network Newsletter, 2*, 1-38. Retrieved from <http://seehn.org/web/wp-content/uploads/2015/03/Newsletter_No-4_RHDCMNH.pdf>

**Education**

UNICEF/Romania. (2010). Every child must go to school. *UNITE for Children – Quarterly Newsletter of UNICEF/Romania*, 7, 1-24. Retrieved from <http://www.unicef.org/romania/RO_Media_NL_no7.pdf>

**Child Labor and Human Trafficking**

International Program on the Elimination of Child Labor [IPEC]. (2005). *Child trafficking: The people involved: A synthesis of findings for Albania, Moldova, Romania and Ukraine.* Geneva, Switzerland: International Labor Organization. Retrieved from <http://combattrafficking.eu/sites/default/files/Child%20Trafficking%20-%20The%20People%20Involved_0.pdf>

**Aging**

Asandului, L. (2012). *Population ageing in Romania: Facts and analysis.* Conference Proceedings of The 6th International Days of Statistics and Economics, Prague, September 13-15, 2012. Retrieved from <http://msed.vse.cz/files/2012/Asandului_2012.pdf>

Bodogai, S. L. & Cutler, S. J. (2014). Aging in Romania: Research and public policy. *The Gerontologist, 54(2)*, 147-152. doi:10.1093/geront/gnt080

Craciun, C., Gellert, P., & Flick, U. (2015). Aging in precarious circumstances: Do positive views on aging make a difference? *The Gerontologist,* 1-6. doi: 10.1093/geront/gnv135

Moor, N. & Komter, A. (2011). The impact of family structure and disruption on intergenerational emotional exchange in Eastern Europe. *European Journal on Ageing*. Retrieved from <http://arno.uvt.nl/show.cgi?fid=121419>

Nancu, D. V., Guran-Nica, L., & Persu, M. (2010). Demographic ageing in Romania’s rural area. *Journal of Studies and Research in Human Geography, 4(1),* 33-42.

**Gender-Based Violence**

Wimmer, J. S. & Harrington, P. A. (2008). Domestic violence services in Romania: A longitudinal case study. *International Social Work*, 51 (5), 623-633.

**Maternal and Child Health**

Haragus, M. (2011). *Having a child at young age: Associated factors and adult outcomes.* Presentation at Babes-Boylai University, Social Work Program, June 2011.

World Health Organization. (2004). *Abortion and contraception in Romania: A strategic assessment of policy, programme, and research issues.* Geneva, Switzerland: World Health Organization.

**Roma**

Case, S. & Lazar, C. (2003). *Discrimination against Roma in criminal justice and prison systems in Romania: Comparative perspective of countries of Eastern and Central Europe*. Retrieved from <http://www.penalreform.org/files/rep-2003-rroma-discrimination-en_0.pdf>

Open Society Institute. (n. d.). *10 goals for improving access to education for Roma*. EU Advocacy and Monitoring Program. Retrieved from <http://www.romadecade.org/files/downloads/Education%20Resources/10_Goals_brochure.pdf>

Surdu, L. & Surdu, M. (2006). Broadening the agenda: The status of Romani women in Romania. New York: Open Society Institute. Retrieved from <http://www.opensocietyfoundations.org/sites/default/files/broadening_agenda.pdf>

ILO TV & CNN. (2006). *Street children in Romania*. Retrieved from

<http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_2879/lang--en/index.htm> or

|  |  |
| --- | --- |
|  | <http://www.ilo.org/ipecinfo/product/download.do?type=document&id=2879> |

**Political Science and Public Administration**

Patrascu, C. (2014). The politics of image and nation branding in post-Communist countries. Branding policies in Romania. Public Administration & Regional Studies, 1(13), 40-48.

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**

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 (see [General Documentation Guidelines and Principles](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 [Office of Disability Services website](https://ods.rutgers.edu/).

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| **Potential Service Learning/Internship Opportunities:** [Estuar,](http://www.estuar.org/) Serving Persons with Mental Illness [Ecce Homo Romania: “La Noi” Social Center & Family Home](http://www.ecce-homo.ro/index.php?option=com_content&view=article&id=77&Itemid=59&lang=en) [Foundation for Elderly Care – A Day Care Program](http://www.fiv.ro/en/services/adult-day-care-center/)[Asociația Familia Regăsită](http://www.eumanitar.ro/ong/asociatia-familia-regasita)[Asociatia Autism Transilvania](http://www.autismtransilvania.ro/)[Oportunitati: Resource Center for Adolescents](http://www.adolescenteen.ro/)These programs are located our of Cluj and special arrangements would need to be made for housing: [Ratiu Democracy Center](http://www.ratiudemocracycenter.org/index.php/en/), Turda, Romania [Veritas Social Services](http://www.veritas.ro/veritas.php), Sighisoara, Romania  |

FOR SOCIAL WORK STUDENTS

**Understanding Core Competencies and Demonstrating Practice Behaviors:**

**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**