San José State University  
SCHOOL OF SOCIAL WORK  
SW 121, Social Welfare Institutions and Policies  

Course # 20859, Section 1

Semester: Spring 2013  
Instructor: Kelsey Crowe, PhD  
Office Location: WSQ 217F  
Telephone: 415-225-3969  
Email: Kelsey.crowe@gmail.com  
Office Hours: Mon 2:00  
Class Days/Time: Mon 3:00 to 5:45  
Classroom: TBD  
Prerequisites: ScWk 120

Course Description
This course focuses on the analysis of social policy within the political, economic, societal values and ethnic minority perspectives, the adequacy of current policies, services and legislation having impact on people of color, women, gays, lesbians the disenfranchised and other marginalized groups. The student will apply a policy analysis framework to a particular social problem that has legislation designed to alleviate or ameliorate that problem.

Catalog Description
Methodology and frameworks for analyzing social policy and understanding institutional discrimination, particularly related to populations at risk and other disenfranchised groups. Political and organizational processes to influence policy development.
Course Goals and Student Learning Objectives

1. Demonstrate the ability to access public laws and regulations. B3.2 (Impact social policy)
2. Analyze within political, economic, societal values and ethnic minority perspectives, the adequacy of current policies, services and legislation having impact on people of color, women, gays, lesbians, the disenfranchised and other marginalized groups. B1.1 (Transcultural model); B1.2 (Diversity); B3.1 (Power, privilege, oppression); B3.2 (Impact social policy); B4.1 (Critical Thinking and information literacy)
3. Demonstrate the application of social work values and ethics to the analysis of a particular public law. B1.3 (Values and ethics)
4. Explain the processes of policy formulation from problem identification through legislative and administrative action. B3.2 (Impact social policy); B4.2 (Evaluation and research)
5. Demonstrate through a final paper and oral presentation of the final paper, the ability to analyze a public law passed by Congress with respect to its implementation in our local community. B2.3 (Communication); B3.2 (Impact social policy); B4.2 (Evaluation and research); B4.1 (Critical thinking and information literacy)
6. Demonstrate the ability to identify the different sources of policies which have an effect on service delivery from the perspective of the service organization; specifically the differential impact of agency policies, local policies, state policies and/or federal policies. B3.4 (Organization and Agency)

Required Texts/Readings

Required:

Recommended:

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at http://libguides.sjsu.edu/scwk. The Social Work Library Liaison is: Teresa Slobuski, who may be reached by phone (408.808.2015) or email (Teresa.Slobuski@sjsu.edu).
Classroom Protocol

Readings: Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class. Class outlines and supplemental readings are provided to students in class and are offered to further illustrate the points made in class and during discussion.

Class Attendance and Participation: Each student is expected to attend all class sessions on time, complete all readings before coming to class and participate in class discussion. Students are expected to share ideas, listen to the ideas of others and participate in class discussions. There will be periodic in-class assignments of written review/summary of presentations, discussions and debates.

During the class session, personal business is the secondary priority. This includes cell phone conversation, text messaging, emailing, web surfing, making social plans, or reading/studying for other classes. Laptops are allowed for note-taking only. For expectation about classroom behavior, see Academic Senate Policy S90-5 on Student Rights and Responsibilities found at: http://www.sjsu.edu/senate/s90-5.htm

BASW is a professional degree and appropriate professional behavior expected. Chronic tardiness, more than one unexcused absence, and/or disruptive behavior (including the use of laptops for other than class-related activities, texting during the class) will be reflected in the participation grade. Class attendance will be usually taken and recorded during the first part of class sessions. Timely communication with the instructor is expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Assignments and Grading Policy

Grading Policy
The grading and evaluation distribution for the class is outlined below.

1. Six quizzes (five count) 25 points
2. Class participation 10 points
3. Policy analysis paper 30 points
4. Oral presentation 20 points
5. In-class debate 15 points

Total 100 points

The grading used in this course is as follows:

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<th>Score Range</th>
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<td>98 - 100</td>
<td>A+</td>
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<td>93 - 97</td>
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Late submission will result in deduction in points and delayed review. If you submit an assignment after the due date and time without discussing with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 20 points, 2.5 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 48 hours prior to the time the assignment is due.

APA Format and Writing Requirements: The format for your written assignments should follow these minimum standards:

- All written assignments must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: the use of running heads is optional.
- All written assignments must use standard, 12-point fonts (e.g., Times Roman or Arial) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission.
You must use appropriate grammar and style for a college paper; specifically, this is not a journaling assignment, therefore limit the use of first person personal (i.e., I, me, my, we, us, our, etc.).

Include a title page on top of the body of your paper. The title page should include (centered on the page): the title, your name, the name of the university, the course and the date.

Word-processed and double-spaced with one inch margins

In the top, right-hand margin a header should be located on each page along with the page number. The use of running heads is optional.

All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

You will lose points if your written assignments do not follow these minimum requirements. The instructor will hand back each assignment with suggestions for clarification. Keep these returned assignments for your future revisions.

Assignments:
- Two policy analysis components into one paper
- Oral presentation
- In-class debate

A. Policy Paper TOTAL 7 Pages 30 POINTS TOTAL
One policy paper made up of two components.
1) Policy Component 1: DRAFT Social Problem, Policy and Program.
   - Maximum of 5 pages

   - Maximum of 3 pages

DRAFT DUE on 3/11/2013
FINAL DUE: 4/22/2013

Overall:
- Be sure to use a reference list of at least 8 articles/books and/or electronic sources to provide you with information about this policy analysis.
- For detailed instructions, see pages 12-14.

B. Oral presentation
- Last 3 weeks of class
- You will need to prepare an oral presentation of your policy analysis. The presentation will be a summary of what you found in your policy analysis exercises.
- The presentation is arranged to be 12-minute long (10 minutes for presentation and 2 minutes for Q & A). Make sure not to OVERUSE or UNDERUSE allotted time for presentation.
C. In-class debate

1) Debate team
   - A debate team consists of two groups (pro and con) and two students are assigned to each group. Debating position (pro or con) will be chosen/assigned in advance.
   - Students will choose one of the following topics and take position (pro or con):
     1) Should same-sex marriage be legalized?
     2) Should the U.S. enact the DREAM act?
     3) Does America need a single payer health care system?
     4) Should welfare recipients be required to take drug tests?
     5) Should we eliminate No Child Left Behind Act?
     6) Should we increase spending on prisons?
     7) Are charter schools the answer for improving education?
     8) Should Affirmative Action continue to be enforced?

2) Goal: Make the most convincing argument in favor of your assigned position (pro or con).

3) General Debate Rules
   - Rules of Evidence: In debate, source citations of evidence must be stated the first time a source is used.
   - Rules of Evidence Authenticity: Evidence must not be fabricated (falsely representing a cited fact or statement of opinion as evidence; or intentional omission/addition of information within quoted material) or distorted (misrepresentation of evidence or of citation which significantly alters meaning or content).

4) Detailed Debate Rules
   - Students from the Pro and Con teams will be seated with their teammates at the front of the room at tables facing the audience.
   - Present your team’s position on an issue: The Pro and Con teams will each have 10 minutes to give prepared statements on their position on the assigned topic. The Pro team will go first.
   - We will expect every member on the team to talk, but the team can decide how each member participates in the debate. For example, team members who feel more comfortable delivering prepared, written statements may want to participate during the presentation of the team’s position on the topic. Other members might be more skilled in speaking spontaneously and can participate in the rebuttal.
   - It is important that you keep within your allotted time limit when presenting your position or rebutting the other team. It is also important not to underuse your allotted time. You will be given a one minute warning before your time is up.
   - See page 16 for a grading sheet of debate exercise

D. Six surprise quizzes (5 go toward grade)

Surprise quizzes will be given throughout the semester on readings, lectures, and student presentations.
**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm), requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center (DRC)](http://www.drc.sjsu.edu/) at [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/) to establish a record of their disability.

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**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 1/28/13  | - Administrative issues (e.g. enrollment, eligibility)  
- Overview of the course  
- Introduction of SSW transcultural perspective  
*Policy analysis group and debate team formation* |
| 2    | 2/4/13   | - How Policy Affects Life **PB 3(c) (Critical thinking)**  
- Social Welfare Policy and Social Work Profession: Policy-Based Profession  
- Reading: Ellis (2003) Chapter 1  
Popple & Leighninger (2007), Chapter 1-2 |
- Preparing effective oral presentation and visual aids **PB 3(c) (Critical thinking)**  
- Review: Debate procedures & rules  
- Reading: Popple & Leighninger, Ch 2  
-Video- Ted Talk. Conservative and Liberal Political Philosophies |
| 4    | 2/18/13  | - Social Problems and Analysis **PB 5(a) (Social and economic justice)**  
  - What is social problem?  
  - Nature of social problem  
  - Prominent social problems  
  - Process of social problem analysis  
-Reading: Ellis (2003), Chapter 2  
-Tipping point (by Malcolm Gladwell) |
|      |          | *Debate 1*                                                                                              |
| 5    | 2/25/13  | - Social Welfare Policy Analysis: Overview **PB 8(a) (Policy practice)**  
  - Approaches to policy analysis |
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<th>Week</th>
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<td>• Role of history in understanding policy</td>
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<td>• Methods of historical analysis</td>
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<td>• Common errors in historical analysis</td>
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<td>- Reading: Ellis (2003), Chapter 3</td>
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<td>Popple &amp; Leighninger (2007), Chapter 4</td>
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<td><em>Debate 3 PB: 3(a) (Critical thinking); 5 (a, b) (Social and economic justice)</em></td>
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<td>7</td>
<td>3/11/13</td>
<td>- Policy Analysis Framework II: Values <strong>PB 2(b) (Ethnical principles); 5(a) (Social and economic justice); 8(a) (Policy practice)</strong></td>
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<td>• Social values in defining social problems – major values, conflicting values and beliefs</td>
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<td>- Reading: Ellis (2003), Chapter 4</td>
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<td>Popple &amp; Leighninger, (2007), Chapter 5</td>
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<td><em>Debate 5 PB: 3(a) (Critical thinking); 5 (a, b) (Social and economic justice)</em></td>
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<td>- Policy Analysis Framework III: Service-Delivery System <strong>PB 8(a) (Policy practice)</strong></td>
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<td>• Policy process</td>
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<td>• Administration and funding process</td>
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<td>• Strategies to identify &amp; ways to describe service-delivery system</td>
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<td>• Discovering service-delivery problem</td>
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<td>- Readings: Ellis (2003), Chapter 6</td>
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<td><em>Debate 6 PB: 3(a) (Critical thinking); 5 (a, b) (Social and economic justice)</em></td>
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<td><em>Debate 7 PB: 3(a) (Critical thinking); 5 (a, b) (Social and economic justice)</em></td>
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<td>**DUE: **DRAFT Policy analysis both components hand in hard copy in class.</td>
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<td>9</td>
<td>3/25/13</td>
<td>SPRING BREAK</td>
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<td>4/1/13</td>
<td>HOLIDAY Caesar Chavez</td>
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<td>4/8/13</td>
<td>Consultation with the instructor <strong>PB 5 (a) (Social and economic justice); 8(a) (Policy practice)</strong></td>
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<td>4/15/13</td>
<td>Consultation with the instructor <strong>PB 5 (a) (Social and economic justice); 8(a) (Policy practice)</strong></td>
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<td>13</td>
<td>4/22/13</td>
<td>Lobby Days</td>
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<td><strong>PB: 3(a) (Critical thinking); 5 (a, b) (Social and economic justice)</strong></td>
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<td>- Designing policy alternatives</td>
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<td>- Lessons from policy analysis</td>
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<td>- Reading: Popple &amp; Leighninger, Ch12 &amp; 13</td>
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<td>Oral Presentations</td>
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<td>**DUE: **Policy analysis final paper electronic submission to <a href="mailto:Kelsey.crowe@gmail.com">Kelsey.crowe@gmail.com</a></td>
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<td>14</td>
<td>4/29/13</td>
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<td>15</td>
<td>5/6/13</td>
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<td>16</td>
<td>5/13/13</td>
<td>- Oral Presentations</td>
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<td>- Course evaluation</td>
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BIBLIOGRAPHY


San José State University
Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking\(^1\) and communication\(^2\) skills to help students achieve academic and professional excellence. These skills encompass one’s ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

Plagiarism\(^3\) is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.\(^4\) Cheating is also unacceptable.\(^5\) Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

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\(^1\) Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

\(^2\) Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

\(^3\) According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work” (http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

\(^4\) See Academic Senate policy on plagiarism detection (http://www.sjsu.edu/senate/S02-4.htm)

\(^5\) At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another’s test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.
SJSU Campus Emergency Procedures

FIRES EARTHQUAKES AND OTHER DISASTERS

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.

- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.

- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.

- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.

- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)

- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.

- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

EVACUATION PROCEDURES

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.

- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.

POLICE - FIRE - MEDICAL EMERGENCYDIAL 9 – 1 – 1

For further information visit the University Police Web site at:
http://www.sjsu.edu/police/
SCWK 121 Guidelines for

Component 1: Social Problem, Policy and Program

- Use a reference list of at least 8 articles/books, the Encyclopedia of Social Work, and/or electronic sources
- Answer the following:

1. What is/are specific legislation and/or program you want to analyze?

2. Social problem analysis: Introduce a social problem directly related to the policy/program you mentioned above and answer the following:
   a) How is the problem defined?
   b) Who is affected by the problem? (e.g., size, growth trends, socioeconomic characteristics)
   c) What are the consequences of the problem?
   d) What are the causes of the problem? (e.g., individual, environmental, societal)

3. Describe how the policy/program you mentioned in #1 has tried to address the problem you analyze in #2

Following will be also considered in grading:

Writing

Language Use
- Clear, direct style, precision and clarity
- Variety of sentence patterns used correctly
- Words appropriate to tone and meaning/ avoidance of slang, trite, informal language
- Avoid excessive direct quotation/ avoid “dropped-in” quotes

Paragraph Integrity
- Introduction functions appropriately
- Each paragraph has a focused topic sentence and clear purpose (refer to content)
- Paragraphs are organized, unified and adequately developed
- Transitions used to establish coherent flow of ideas
- Logical, coherent structure is evident

Mechanical Accuracy
- Punctuation generally correct/capitalization correct
- Grammatical accuracy/spelling conventions observed
- Careful editing (minimal typographical errors)/ manuscript rules observed (i.e., font, font size, margins)

Citation & References
- Cite appropriate sources
- Citation format observed/ reference format observed (e.g., use sentence caps for book and article titles, italicizes journals, centered heading: “References” in plain text, hanging indents, sorted by last name of first authors)
SCWK 121 Guidelines for
Component 2: Policy Analysis Framework

- Maximum 3 pages
- Use a reference list of at least 2 articles/books, the Encyclopedia of Social Work, and/or electronic sources

Value Assessment
1) Identify THREE social, political and/or potential religious values and beliefs that have influenced the development of the policy you have been working on.
2) For each value identified, provide rationale about why you think values and beliefs identified above are reflected in the policy development process.

TIP: In addition to values and beliefs introduced during the lecture, additional social welfare/work related values are available in Chapter 5 in the textbook by Popple (2007). In the process of identifying values and beliefs, you can approach in the following ways:
   - Review the positions of stakeholders (media account, reports from those who work with or opposed to stakeholders, reports of informed persons in the community, and the public record), but if that is not possible, make your best guess. To ensure a comprehensive understanding, this guess should be informed by everything you have learned from various sources.
   - If possible and necessary, include similar, different, opposite values, ideology, and religious beliefs.
   - You can also use the social work Code of Ethics, ethical standard which might affect the policy practice. How might standards apply to your policy area? Would compromise on any of them ever be right? How would you decide if and when to compromise?

Writing and citation & references will be also considered in grading:
- Language Use
  - Clear, direct style, precision and clarity
  - Variety of sentence patterns used correctly
  - Words appropriate to tone and meaning/ avoidance of slang, trite, informal language
  - Avoid excessive direct quotation/ avoid “dropped-in” quotes
- Paragraph Integrity
  - Introduction functions appropriately
  - Each paragraph has a focused topic sentence and clear purpose (refer to content)
  - Paragraphs are organized, unified and adequately developed
  - Transitions used to establish coherent flow of ideas
  - Logical, coherent structure is evident
- Mechanical Accuracy
  - Punctuation generally correct/capitalization correct
  - Grammatical accuracy/spelling conventions observed
Careful editing (minimal typographical errors)/ manuscript rules observed (i.e., font, font size, margins)

Citation & References
- Cite appropriate sources
- Citation format observed/ reference format observed (e.g., use sentence caps for book and article titles, italicizes journals, centered heading: “References” in plain text, hanging indents, sorted by last name of first authors)
SCWK 121 STUDENT PRESENTATION EVALUATION

STUDENT NAMES:

A. Contents
   1. Contents appropriate to class? Contents too broad? If yes, suggestions for focused contents:
   2. Carefully thought-out: Student put effort into gathering, selecting, understanding information on the topic
   3. Information appeared accurate/appropriate/fairly complete for a preliminary presentation
   4. Main ideas explored from different angles
   5. Complexity of issues examined in ideas

B. Organization
   1. Presentation had a beginning, middle and end (intro/background; main topic; conclusions/implications)
   2. Imbalance in beginning, middle and end (the middle should be the longest).
   3. Any points out of the logical order?

C. Delivery
   1. Voice: volume okay? Speed okay?
   2. Voice: used inflection (avoid tendency to monotone)
   3. Time: within time limit?
   4. Body language: Frequent eye contact with audience?
   5. Any distracting body or language mannerisms? (like “uh” between sentences)
   7. Visual aids: point of aid obviously linked to talk; Used when they would help presentation? Omitted when they would add nothing to presentation?
# SCWK121 IN-CLASS DEBATE EVALUATION SHEET

## DEBATE TOPIC:

**POSITON: Pro  Con**

**STUDENT NAMES:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
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<tr>
<td>▪ Clearly stated/complete question and position (pro or con)</td>
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<tr>
<td>▪ Carefully thought out</td>
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<tr>
<td>▪ Main idea explored from different angles</td>
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<td>▪ Complexity of issues examined in ideas</td>
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<tr>
<td>▪ Validity and significance of ideas established</td>
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<tr>
<td>▪ Clearly defines key concepts</td>
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<td>▪ Responds to main issues raised in question (in rebuttal)</td>
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<tr>
<td><strong>Presentation</strong></td>
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<tr>
<td>▪ Good presentation skills (clear voice, eye contact and enthusiasm, not reading materials)</td>
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<tr>
<td>▪ Timeliness (Did the debate remain within the time limit?)</td>
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<td>▪ Visual aids or handout appropriate?</td>
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<tr>
<td><strong>Support/References</strong></td>
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<tr>
<td>▪ Specific support is offered liberally and convincingly</td>
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<tr>
<td>▪ Support from outside sources is incorporated in arguments</td>
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