Spring 2013

SAN JOSE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
(Course Code: 24631; Sec.1 )
Spring 2013

Instructor: Gil Villagrán, MSW
Office Location: Washington Square Hall 215 (Office G)
Telephone: 408-924-5800 (office receptionist, not for messages)
Email: gilbert.villagran@sjsu.edu
Office Hours: Weds 11-12, or by appointment
Class Days/Time: Thursdays 9-11:45
Classroom: SH 312
Prerequisites: None
Course Fees: No special fees

Catalog Description:
An introduction to social welfare institutions and the social work profession, its development, knowledge base, value system, and specific areas of direct practice (3 units).

Course Description:
Social Work 10 is a basic introduction to the study of Social Work as a field of study and as a profession. The course is designed to provide students with a general understanding of the historical basis of social work and the development of social work theory and practice. The goal of the course is to offer students a view of social work that will enable them to make an informed decision about further study and a possible career choice.

Course Competencies & Practice Behaviors (Student Learning Objectives)
The following Competencies are realized through this course:
Course Competencies & Practice Behaviors (Student Learning Objectives)

The following Competencies are realized through this course:

1. Apply social work ethical principles to guide professional practice
2. Apply critical thinking to inform and communicate professional judgments
3. Engage diversity and difference in practice
4. Advance human rights and social and economic justice
5. Apply knowledge of human behavior and the social environment
6. Engage in policy practice to advance social & economic well being and to deliver effective social services

1. Demonstrate a knowledge and application of social work values and ethics in their personal approach to professional practice. PB: 2 (a, b, c, d) (Ethical Principles)
2. Identify, reflect upon, critically analyze, and propose programs to address social problems and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. PB: 3 (a, b) (Critical Thinking)
3. Demonstrate professional demeanor in behavior, appearance, and communication and engage in career-long learning. PB: 1(d, e) (Professionalism)
4. Analyze the impact of policy and agency structure on service delivery with diverse at-risk populations. PB:8 (a) (Policy)
5. Demonstrate and communicate an understanding of diversity in our society and the history and dynamics of institutional oppression in creating populations at-risk with a transcultural perspective. PB: 4 (a, b, c) (Diversity, PB: 3(c) (Critical Thinking)
6. Demonstrate understanding of the challenge to the profession in promoting economic and social justice. PB: 5 (a, b, c) (Justice),
7. Demonstrate the application of a theoretical framework to guide practice PB: 7 (b) (Theoretical Framework) Program Objectives: B3.3 (History)
Learning Experience: A lecture format combined with discussion and small group activities are the primary teaching methods used in this course. The lectures and readings serve as a means to present new material to students. Students are encouraged to engage with the instructor in questions and answer and discussion. An environment conducive to learning will be achieved in this class with student and instructor cooperation, regular attendance, coming to class on time, participation in class discussion and attentiveness to lectures.

Textbooks:


Required Reader: Social Work 10: Introduction to Social Work, Professor Gil Villagrán
Maple Press: 481 E. San Carlos St., San Jose, CA 95112, phone: 408-297-1000

Classroom Protocol:
Students are expected to participate in all classes and assigned out-of-class activities. Students are reminded of appropriate student behavior, e.g., punctuality in attendance and timeliness in completing assignments is expected. Timely communication with the instructor is also expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

Classroom Etiquette:
Arrive before class begins, bring your name tent to all classes, sign participation roster, turn off and do not use any personal communication devices during the class period. I-pads, laptops, phones or other electronic devices are not to be used in class unless for class presentations, with prior approval of the instructor.

COURSE ASSIGNMENTS AND GRADING CRITERIA

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Course Student Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biographical and Goal Statement</td>
<td>100</td>
<td>SLO: 1, 3</td>
</tr>
<tr>
<td>Client Interview, Presentation</td>
<td>200</td>
<td>SLO: 2, 3, 5</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>200</td>
<td>SLO: 2, 5</td>
</tr>
<tr>
<td>Social Worker &amp; Agency Interview</td>
<td>200</td>
<td>SLO: 4, 6</td>
</tr>
<tr>
<td>Journal</td>
<td>200</td>
<td>SLO:</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>SLO: 2, 5</td>
</tr>
<tr>
<td>Total</td>
<td>1,200 points</td>
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</table>
The total assignments are worth 1,200 points, which are converted into percentages, which become letter grades as defined further on page 12.

**Grading and Evaluation Expectations:**

1. Students are expected to be present in class, to participate in class discussion, and to complete reading and other assignments.
2. Students must take tests at appointed times. No make-up exams except by prior arrangement with the instructor.
3. Each student must complete all assignments by due dates, including individual class presentations.
4. Plagiarism is unacceptable and will be dealt with according to SJSU policies and procedures.
5. Late assignments (without prior approval) will be penalized 10% for each day late.

**All Assignments are expected to be turned in on time, in class, to the instructor.**
Do NOT email assignments or leave them in my faculty mailbox.
Being absent from class is not an excuse for not turning in an assignment on the date required.

**All written assignments must be proofread for spelling, grammar, and word usage.**
They should be well organized and concise (see page limitations), with appropriate sourcing of data and quotes. All papers must be word processed with a #12 font, 1-inch margins, and double-spaced.

The following are the major assignments required to successfully complete the course:

**Social Worker’s Journal:** Write a weekly journal entry on the class discussion, assigned readings, **on the topic of the day—identified at the end of each class meeting.** The entries (approximately 300250-500 words, 2 one to two typed, double spaced pages each) should cover the topic for the class period as listed in the class schedule, the discussion points by the professor and your fellow students. Journal entries will be read in class by random selection by the professor. Come prepared to read your entry during class. **Completed journal (15 entries) due: May 2.**

**Biographical and Goal Statement:** Write a **brief biographical and goal statement** about who you are as a person, a member of your gender, ethnic, culture, economic class, religion, and other identifiers as you consider important to share who you are today. Include whatever experiences you feel comfortable sharing with the class that further determine “who you are today.” **Due: Feb. 14.**

The **goal statement** describing the educational goals you have at this time, possible professional work you see yourself doing after your BA, further education, and ultimate life
vocation(s). Turn in a copy to the instructor on date notes in the assignment schedule and also enter this statement into your SW Journal. (Approx. 700 words, three pages)

Due: Feb. 14.

Client Interview: Interview a person who is or might be in a condition or situation that could be a client of a social services agency. This could be a person encountered at a human services agency, a homeless shelter, a community kitchen or other food distribution center, a church, a park or street corner. However, it is critical that you conduct your interview in an ethical, respectful, and safe manner. We will discuss what this means in class, identify locations and strategies to conduct your interview in teams of two or three, and questions to ask during your interview. Due: Feb. 28.

Social Worker Interview: Interview an employed professional Social Worker at her/his agency. See details of this assignment on page 7. Due: March 14.

Midterm Exam: take home short answer questions, due: April 4.

Final Exam: in class exam on blue book, May 15, 8-9:15 A
## SW 10: Introduction to Social Welfare & Social Work (# 24631)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Due Dates</th>
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| 1     | Jan. 24  | First Day of Course: **Overview of course and syllabus**  
Introduction, brainstorming:  What is Social Work?  
Discussion regarding Social Work and Why are we here? |
| 2     | Jan. 31  | **The present state of our nation, the state of our world.**  
Economic justice, social justice, human rights, equality vs. inequity, oligarchy vs. democracy, the 1% and the 99%.  
What do these terms and ideas mean?  
Course Reader:  *Occupy the Safety Net*—Ten articles, p. 11-34  
Video:  *The People Speak* (Howard Zinn)  
Textbook Chapter 4: **Economic Oppression**  
Impact of Poverty upon individuals, families, society |
| 3     | Feb. 7   | Chapter 5: **Social (and Political) Oppression**  
Reader:  p. 1-22  
Developmental stages of human civilization, the nation-state, classism, racism, sexism, heterosexism, religious sectarianism, ethnocentrism, forced migration, refugees, genocide |
| 4     | Feb. 14  | Chapter 3: **The Emergence of Social Work**  
Reader:  p. 23-28  
The origins and history of social work profession and many innovative and courageous women and men who have helped shape the profession.  
Division of labor, enclosure, debtor prisons, poor laws, colonial America, “huddled masses” refugees, parish charities, settlement house movement, Progressive movement, Great Depression and the New Deal  
**Autobiographical & Goal Statement Due** |
| 5     | Feb. 21  | Chapter 6: **Human Rights and Restorative Justice**  
Appendix A:  *Universal Declaration of Human Rights*  
**Review** Reader:  p. 4-14 |
| 6     | Feb. 28  | Understanding the importance of issues such as diversity and culturally competent social work practice.  
Chapter 7: **Human Behavior & the Social/Physical Environment**  
Reader p. 29-57  
Understanding the social environment in which clients live and how understanding that environment helps social workers provide effective work. |
| 7     | March 7  | Chapter 1: **Social Welfare and Social Work**  
Reader:  p. 61-84  
Importance of clarifying one’s own values and practicing social work in an ethical manner.  
Appendix B & C:  NASW and IFSW Codes of Ethics |
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Notes</th>
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| 8    | March 14   | Chapter 2: *American Social Values and the world*  
Reader: p. 85-112  
The role of the generalist social worker and theoretical  
frameworks that guide and inform generalist social work practice.  
Philosophies/Ideologies of SW Practice  
Written Social Worker/Agency Interview Due |
| 9    | March 21   | Mid-Semester Review: What have we learned? What else do we need/want to learn about social work?  
Reader: p. 112-129  
Take home MIDTERM Exam handed out by professor |
| No   | March 28   | March 25-29  Spring Break |
| 10   | April 4    | Fields of Social Work Practice: select one of these chapters to read  
Chapters 8, 9, or 10: *Child Welfare*, or *Health/Mental Health*, or  
*Care at the End of the Life Cycle*  
Diversity of fields of practice where social workers work  
Importance of having a vast knowledge base of various disciplines.  
Midterm exam due |
| 11   | April 11   | Social Work Practice with Individuals and Families  
Examples of social work interventions with children, youth, families,  
seniors, special needs individuals  
Steps used to engage clients and provide services. |
| 12   | April 18   | The Social Work Profession  
Applying for, obtaining a SW job, succeeding on the job, surviving  
the job, the vocation of social work can be an authentic, self-  
actualizing existence.  
Class discussion of SW Interviews |
| 13   | April 25   | Class discussion of SW Interviews  
SW Journal due |
| 14   | May 2      | Class discussion of SW Interviews  
SW Journal due |
| 15   | May 9      | Last Class: What have we learned? How can we use this knowledge to guide future social work education, social work  
practice, and our life journey?  
Review for Final Exam |
|      | May 15     | Final Exam                                                             |
Instructions for major course assignments:

Autobiographical and Goal Statement
The learning objectives of the assignment are:

To give yourself, the class and your professor a sense of who you are, why you are taking a social work course and what you expect to learn from the class.

Assignment: Write a 2-3-page paper detailing the following information about yourself:
Write a concise statement describing yourself and covering the following topics:
- Why you are interested in social work as a possible career choice
- What you see as the role of social work in our society
- Please include your family background, your life and work experience
- What you see yourself doing after you complete your BA degree (whether it be in Social Work or another major)

Interview a Client of a social service agency (interview notes and oral presentation). Conduct the interview at a human services office.

Locate a social service agency that provides direct services to any population that is in need of any type of social services (examples: public assistance, mental health or other health care, substance abuse, subsidized childcare or adult care, homeless services, food distribution or soap kitchen, counseling, domestic violence, probation services, or other).

Visit this agency during normal working hours, identify a possible client who is there seeking or receiving the services. Introduce yourself as a social work student at SJSU, ask if you can interview them for a few minutes about the services they require, insuring their confidentiality, using first names only. If the person agrees, ask about the services sought, how long they have needed them, what may have contributed to their need for such services, and a little bit about their personal story such as where they have lived, their educational and work experiences, their family of origin and/or current family. Finally, ask them about their hope for their future. Thank them for the interview and wish them success in their future.

Interview a Social Worker at the worker’s office. Your interview notes, agency documents must be turned in and used for class discussion.

Write 3-5 page narrative of your face-to-face interview with a social worker. The narrative should be typed, double spaced with 12 point font. The person you interview must have a degree in Social Work, (either a Bachelors or Masters in Social Work or a closely related discipline). Please include these supporting documents (agency brochure, description of programs and services, agency
organizational chart, sources of funding and level of funding, and list of other agencies the organization collaborates with, obtains client referrals or sends clients to for additional services). Supporting documents do not count towards the 2-3 page narrative.

The information from your interview will then be used for a in-class discussion.

**Interview a social worker (further instructions)**

Do not interview someone you already know. The goal is for you to conduct a professional interview with a social worker, not someone you know who happens to be a social worker. **Interview the social worker and the agency:** The purpose of this interview is to talk with a social worker about their job and the populations they serve. This will help you get an understanding of what social workers do on a day-to-day basis and give you information about social work agencies that are in the community.

**Some tips for setting up the interview:** This interview will be you interviewing a professional in a professional setting, and not a casual affair. Don’t expect to walk into an office and interview a social worker immediately. Things to do:

- Call ahead and speak with a social worker. If you do not know where you can find a social worker, please make some time to speak with me during my office hours. I am in Room 217G in Washing Square Hall (School of Social Work).
- You can also identify social service agencies at www.helpscc.org.
- Explain to the social worker what your assignment entails and the information and materials you will need so that your interviewee will have the materials ready to hand you at the conclusion of the interview.
- Once the social worker has agreed to do the interview, make an appointment to meet with them. Plan to be on time with consideration for traffic and parking.
- On the day of the interview, **DO NOT BE LATE.** Remember, this social worker is agreeing to be interviewed. The worker’s time is limited.
- During the interview, make sure to take notes. If you want to audio tape the interview, ask the social worker during your initial phone conversation if you can record the interview.

**During the pre-interview phone call and appointment setting, ask the social worker is she/he is able to obtain as many of these items:**

- Agency brochure, description of programs, services
- Agency organizational chart
- Sources of funding and level of funding (information such as federal funding, state founding, etc).
- List of other agencies the agency collaborates with, gets client referrals, sends clients for additional services
Sample Questions you can ask during the interview (you are not limited to these questions: these are questions you can ask):

- What is his or her job title
- What are the job duties
- Qualifying education and experience
- How long have you been a social worker
- What type of clients does this person work with
- What is a typical day at work like
- Is the job what he/she thought it would be when they started? Has the job changed over the years? Positively? Negatively? Has the work changed?
- Do the services provided work to resolve the social problem being addressed? What works? What doesn’t?
- What is the general salary range at this agency, do not ask the SW for his/her salary.
- What advise would you give to someone starting out in the profession of social work? To someone beginning at this agency?
- Ask if the agency has internship opportunities
- Ask if you might be able to call at some later time, if you think of further questions

Be sure to thank the social worker for his/her time, and the material provided.

Professor’s short biographical statement:

I have been a lecturer in the School of Social Work since 1995, teaching introduction to social work, social policy, community organization, social work practice, senior seminars, and Global Citizenship. My social work experience includes direct practice social work on poverty; immigration; domestic and other violence; child abuse; crime and youth gangs; political refugees; victims of torture; denial of human rights; ethnic and gender oppression; and community development.

I am a SJSU Salzburg Fellow, having attended the Salzburg Seminar in Salzburg, Austria, in 2006 as a member of the SJSU scholars’ weeklong conference on globalizing our university’s undergraduate education.

I am active in various community advocacy organizations in San Jose and Santa Clara County, as well as virtual communities by email communication. I have traveled in five continents, seeing the world as it is lived by people divided by class, religion, ethnicity, tribe, gender, livelihood, and war; as well as people dedicated to work for better local, regional, national and global communities. Recently, I have been active in Occupy San Jose, a localized version of Occupy Wall Street, since its inception on October 2, 2011.
I write editorials that have been published in the San Jose Mercury News and other newspapers on social and economic justice, human rights, and moral democracy. A selection of my articles are posted at: www.indybay.org search: Gil Villagran.

I was born in Mexico City, grew up in the Valley of Heart's Delight before it became Silicon Valley, and although I am thankful to be an American citizen, I identify as a citizen of Earth—that is, I seek to practice Global Consciousness: whatever affects anyone in our planet is my concern as a responsible Earth Citizen.

How to Contact Your Professor
The ways to contact me are: If you have a quick question, send me an email (short and specific so I can respond likewise and quickly). If you would like an office appointment (which I encourage at least once per course with each student), let’s set one up after class or by email.

Professor's Teaching Philosophy
As young adults, you have completed at least twelve years of formal education and are admitted to a university. You have arrived at the beginning of your undergraduate education. To become true “women and men of knowledge” who are educated and prepared for the 21st century, a new millennium— you have great challenges ahead.

My philosophy is that education is a wondrous path without limits, without end. The goal of education, for me, is to seek to understand the world with as much objectivity, perspective, and appreciation and wonder as we can. This course is designed to open your mind to what you do not yet know, but that you need to know in order to identify what you are curious about, as well as to guide you in directions toward possibilities you may not quite be aware of yet, which will be the challenges for all of us in this new century and millennium.
Important University Policies, Considerations, and Resources:

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, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

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.

\(^1\)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.
One method to evaluate students’ critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and bio psychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-97</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
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Plagiarism is unacceptable. Your instructor with commercial plagiarism detection services may monitor it. Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

San José State University
Critical Thinking and Writing Criteria

One method to evaluate students’ critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 6th ed.) is a format guide widely used in assignments. If you need writing or editing assistance, please consult with your instructor.

Plagiarism is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services. Cheating is also unacceptable. 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.

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...

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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)
sophisticated in theorizing, conceptualizing, and communicating.

Communication is fundamental 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.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, 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**

- Grades will be determined using a point system, with each assignment scored by noted points based upon work involved in producing the written assignments, and the quality of the written or oral presentation.
- The percentage weight assigned to class assignments is noted in assignments section.
- Late assignments are very discouraged, but may be accepted on an individual basis, with reduced credit points of 10% per class meeting.

**University Resources**

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ 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.

**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/.