

**SAN JOSE STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**SCWK 202: SOCIAL WELFARE POLICY AND SERVICES:  
HISTORY AND VALUES**

Course Code #41372; Section 2

**Semester:** Fall 2009

**Instructor:** Amy D'Andrade

**Class Meeting Time:** Tuesdays 9:00-11:45AM

**Classroom Location:** BBC126

**Office Location:** WSQ 215H

**Office Hours:** Tuesdays 12:00-1:00PM  
and by appointment

**Phone Number:** (408) 924-5830

**Email:** [adandrade@casa.sjsu.edu](mailto:adandrade@casa.sjsu.edu)

(best way to contact me)

**Catalogue Description**

History of Social Welfare and Social Work with an emphasis on diverse populations, particularly Latinos/as, African Americans and Asian Americans. Social policy and social work values in relation to practice issues and social services. Three units.

**Course Description**

The foundation social welfare policy and services course content examines the history, mission and philosophy of the social work profession within the context of the school's transcultural generalist perspective. Specific emphasis is placed on both the historical and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in the maintenance or attainment of optimal well-being and in the effects of policy on social work practice. The place of social policy as a discrete tool of government and the voluntary sector is particularly stressed as a series of responses to diverse populations at risk, as a key variable in the promotion of social and economic justice, and as a reflection of social work ethics and values.

**Learning Objectives**

Upon completion of ScWk 202 students will be able to:

1. Explain the historical development of social welfare and the social work profession. M3.3 (History).
2. Critically analyze the social work profession's mission and philosophy within contemporary and historical contexts. M3.3 (History).
3. Understand how issues related to power, privilege, oppression and diversity have affected the policy process in the past. M3.1 (Power, privilege and oppression); M1.1 (Transcultural model).
4. Describe the historical development of social policies and programs in the United States. M3.4 (Social services organization/system).

5. Understand the role of past social policies in shaping the current social situation of diverse, disenfranchised, oppressed and marginalized populations in the United States. M3.1 (Social services organization/system); M1.1 (Transcultural model).
6. Use frameworks to describe approaches to social welfare service provision, as well as the characteristics of social welfare policies and services. M3.2 (Policy); M3.4 (Social services organization/system).
7. Describe the current array of social welfare services in the United States; i.e., goals, benefits, eligibility, administration, and financing. M3.4 (Social services organization/system).

**Title IV-E Competencies**

This course meets the following Title-IV-E Child Welfare Training Program Curriculum Competencies: 1.5, 2.10, 2.15, 4.4, 4.5, 4.7, 6.1, 7.4, 8.2, 8.3, 8.4, & 8.9.

**COURSE REQUIREMENTS**

**Learning Experiences**

This course consists of lectures by the instructor or guest lecturer, class discussions of the topics covered, and occasional films or videos. This course is classified as a seminar. This means that the student will come to classes prepared to discuss the major concepts in the required readings for each class period. The student is expected to read independently as needed to supplement the information covered in the lectures and the discussions.

**Grading and Evaluation**

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

<u>Assignments</u>		<u>Grading</u>
Research Paper	40%	98-100 A+
Research Paper Outline (5%)		93-97 A
Research Paper Draft (15%)		90-92 A-
Research Paper Final (20%)		87-89 B+
Group Policy Presentation	20%	83-86 B
Readings	25%	80-82 B-
Weekly Responses (7 of 10) (21%)		77-79 C+
Discussion Leadership (4%)		73-76 C
Participation	15%	70-72 C-
Total	100%	67-69 D+
		63-66 D
		60-62 D-
		59 or less F

### **Class Participation**

Students are expected to be involved with readings, class activities and discussion, as well as current social policy events. On occasion, students may be required to submit short exercises such as: 1 page reflective essays on a policy topic; internet searches on current policy topics; or reviews of newspaper coverage of a current policy issue. These exercises will be due the following class session. If students are absent when the topic is assigned, they are responsible for obtaining the information from another student or from the instructor and submitting the exercise on time. Please refrain from checking email or texting from your cell phones during the class. Class participation is an important part of learning and is granted 15 points toward the grade.

### **Course Assignments**

There will be three primary assignments for this course. For each assignment, a detailed outline will be passed out in class.

#### 1. Research paper:

Students are to write a relatively short research paper of 6-7 pages. There are two possible topic areas for the research paper. Students will either:

- a) Choose a marginalized population of interest and detail the history of the group in this country, the social problems or issues the groups has dealt with, and describe how federal policies have affected the group; OR
- b) Select an important person or event in the historical development of social welfare policy, and write an in-depth exploration of the relevance of the person or event to the field or the profession.

The paper will be submitted in installments:

--An outline of the paper including a list of references	DUE Week 6	5 points
--A draft of the completed paper	DUE Week 12	15 points
--A final draft	DUE Week 15	20 points

#### 2. Group policy presentation:

In groups of 3, students will select a current social welfare service program (TANF, EITC, FS, Medicare, Medicaid, WIC, Veteran's Benefits, etc.), and present an overview of that program to the class. Presentations should address eligibility, benefits, and funding of the program, detail the federal policy basis of the program, make international comparisons, and discuss current issues or debates related to the program.

-- Policy presentation	DUE Week 9,10 or 11	20 points
------------------------	---------------------	-----------

#### 3. Reading responses:

Much of the information covered in the course is assigned in the readings. In order to facilitate learning of this material, students' will submit a weekly written response to the readings of 1-2 pages. This response should summarize and respond critically and analytically to the material. Students will be required to submit responses 7 out of the 10 weeks readings will be covered in class. Additionally, students will lead one discussion session on the weekly assigned readings.

-- 7/10 Readings responses	DUE throughout	21 points
-- Discussion leadership	DUE throughout	4 points

### **APA Format and Writing Requirements:**

All written assignments should use APA format. Papers should be devoid of errors, and include at least five primary references (books or journal articles). If you have questions or concerns about the process of doing a careful search of library materials, please contact the instructor or the social work library contact, Susana Liu, at (408) 808-2088 or [Susana.Liu@sjsu.edu](mailto:Susana.Liu@sjsu.edu). Late papers will result in a 10% reduction in the grade for each day late, unless there are extraordinary circumstances and arrangements have been made beforehand with the instructor.

## **UNIVERSITY POLICIES**

### **Reasonable Accommodation of Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need 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 register with the DRC to establish a record of their disability.

Additional information on the Disability Resource Center can be found at:

<http://www.drc.sjsu.edu/>.

### **Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at:

[http://sa.sjsu.edu/judicial\\_affairs/faculty\\_and\\_staff/academic\\_integrity/index.html](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html)

## **REQUIRED TEXTBOOKS**

Dolgoft, R. & Feldstein, D. (2009). *Understanding social welfare: A search for social justice* (8<sup>th</sup> Ed.). Boston, MA: Pearson.

Jansson, B.S. (2005). *The reluctant welfare state: American social welfare policies past, present and future* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Additional readings will be provided in class or via email.

Students will also be expected to read regularly from newspapers such as the New York Times, the Washington Post, California Journal, Sacramento Bee, and the San Jose Mercury News, and local papers.

**COURSE OUTLINE** (Subject to change with fair notice)

---

8/25/09 **Introduction and Overview of the Course**

Week 1 Introductions; Course outline; Discussion of assignments; Class expectations; The social work curriculum: Where does social policy fit and why? The transcultural perspective as it applies to social welfare policy; Policy practice as part of multi-systems social work practice.

---

9/01/09 **Basic Concepts in Social Welfare Policy**

Week 2 Definitions of social welfare; Relationship of social welfare and social welfare policy; Religion and ideology as motivators of social welfare; Political ideologies; Role of social workers in social welfare and social policy; The NASW Code of Ethics; the UN Declaration of Human Rights.

**Readings**

Dolgoff, R. & Feldstein, D. (2009). Socioeconomic structures, human needs, and mutual responsibility. In *Understanding social welfare: A search for social justice* (8th ed.) (pp. 1-18). Boston, MA: Pearson Education.

General Assembly of the United Nations (1948). *Universal declaration of human rights*. Available from <http://www.unhchr.ch/udhr/>

Jansson, B.S. (2009). The symbiotic and uneasy relationship between clients, social workers, and the welfare state. In *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.) (pp. 1-21). Belmont, CA: Brooks/Cole.

---

9/08/09 **The Origins and Early Development of the U.S. Social Welfare System**

Week 3 Relevant early U.S. history; the English Poor Laws as interpreted in the colonies; The principle of “less eligibility” and its relevance to current social welfare; Social welfare and social policies in the 1800s; How early U.S. policy influenced and was influenced by Native Americans, African Americans, Asian immigrants, and other marginalized groups.

**Readings**

Grinde, D.A. & Johansen, B.E. (1996). Sauce for the goose: Demand and definition for “proof” regarding the Iroquois and democracy. *The William and Mary Quarterly*, 53(3), 621-636.

Jansson, B.S. (2009). Fashioning a new society in the wilderness. In *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.) (pp. 55-94). Belmont, CA: Brooks/Cole.

Jansson, B.S. (2009). Social welfare policy in the early republic: 1789-1860. In *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.) (pp. 95-127). Belmont, CA: Brooks/Cole.

---

---

9/15/09 **The Making of Federal Social Policy**  
Week 4 The three branches of government; The federal policy process; The houses of Congress; The constitution; The Supreme Court.

**Readings**

Project Vote Smart (n.d.). *Government 101: How a bill becomes a law*. Available from [http://www.vote-smart.org/resource\\_govt101\\_02.php](http://www.vote-smart.org/resource_govt101_02.php)

Saltzman, A. & Furman, D.M. (1999). Basic legal concepts and principles for the social worker. In *Law in social work practice* (2<sup>nd</sup> ed.) (pp.5-32). Belmont, CA: Wadsworth Group/Thomson Learning.

Wilson, C.A. (2006). National institutions of policy making. In *Public policy: Continuity and change* (pp.77-100). Long Grove, IL: Waveland Press, Inc.

Zinn, H. (1971). *The Bill of Rights*. In H.Zinn , *The Zinn Reader* (pp.412-419). New York: Seven Stories Press. (Original work published 1993).

---

9/22/09 **MANDATORY FACULTY FURLOUGH DAY**  
Week 5

---

9/29/09 **Early American and Civil War Policies Toward Marginalized Populations**  
Week 6 Colonial policies toward African Americans; Spanish-speaking people in the U.S., Civil War policies.

**Readings**

Jansson, B.S. (2009). Lost opportunities: The frontier, the Civil War, and industrialization. In *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.) (pp. 128-163). Belmont, CA: Brooks/Cole.

**Assignment**

Outline of research paper

---

---

10/6/09 **Industrialization and Reform**  
Week 7 Industrialization and the rise of labor; Social reforms; The role of social work and social workers in the reforms of the progressive era.

**Readings**

- Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work*, 44(4), 311-321.
- Dolgoff, R. & Feldstein, D. (2009). Social work: The emergence of a profession. In *Understanding social welfare: A search for social justice* (8th ed.) (pp. 300-319). Boston, MA: Pearson Education.
- Flexner, A. (1915). Is social work a profession? *Proceedings of the National Conference on Charities and Corrections, 1915* (pp.578-590). New York, NY: Columbia University Press. Reprinted in *Research on Social Work Practice* and available at: <http://rsw.sagepub.com/cgi/reprint/11/2/152?ck=nck>
- Jansson, B.S. (2005). Social reform in the progressive era. In *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.) (pp. 164-212). Belmont, CA: Brooks/Cole.

---

10/13/09 **Social Work and Social Welfare Policies in the Progressive Era (II)**  
Week 8 The history, mission and philosophy of social work; Cause and function in social work; Settlement houses and friendly visiting; Jane Addams and Hull House; Mary Richmond and Social Casework.

**Readings**

- Addams, J. (2002). The objective value of a social settlement. In J.A. Elshtan (Ed.), *The Jane Addams Reader* (pp.29-45). New York: Basic Books. (Original work published 1893).
- Berman-Rossi, T. & Miller, I. (1994). African Americans and the settlements during the late nineteenth and early twentieth centuries. *Social Work with Groups*, 17(3), 77-95.
- Dolgoff, R. & Feldstein, D. (2009). Social work: Functions, context and issues. In *Understanding social welfare: A search for social justice* (8th ed.) (pp. 320-337). Boston, MA: Pearson Education.

---

10/20/09 **Structural Frameworks for Describing Policy**

Week 9 The relationship between policy and program; Characteristics and components of a social welfare program; Policy choices; The relationship between social problems, theories of cause, and policy interventions; The public/private mix of services.

**Readings**

Dolgoft, R. & Feldstein, D. (2009). Examining a social welfare program within the context of social justice: Structural components, alternative program characteristics, and evaluation. In *Understanding social welfare: A search for social justice* (8th ed.) (pp. 133-157). Boston, MA: Pearson Education.

Dolgoft, R. & Feldstein, D. (2009). Non-profit and private social welfare. In *Understanding social welfare: A search for social justice* (8th ed.) (pp. 276-299). Boston, MA: Pearson Education.

**Assignment**

Group presentations

---

10/27/09 **The Social Security Act and the New Deal**

Week 10 The Social Security Act of 1935 and its importance in U.S. social welfare policy; Social insurance programs and income support programs; Benefits of programs, eligibility, financing; International comparisons; Current issues and debates related to the programs.

**Readings**

Jansson, B.S. (2009). Social policy to address the worst economic catastrophe in U.S. history. In *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.) (pp. 213-274). Belmont, CA: Brooks/Cole.

Lieberman, R. (1995). Race, institutions, and the administration of social policy. *Social Science History*, 19(4), 511-542.

Reichman, N., Teitler, J., & Curtis, M. (2005). TANF sanctioning and hardship. *Social Service Review*, 79(2), 215-236.

**Assignment**

Group presentations

---

---

11/03/09 **The Great Society: Important Social Welfare Reforms of the 1960s**

Week 11 Medicare and Medicaid; The Civil Rights Act; The War on Poverty; Food Stamps; Benefits of programs, eligibility, financing; International comparisons; Current issues and debates related to the programs.

**Readings**

Jansson, B.S. (2005). The era of federal social services: The new frontier and the Great Society. In *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.) (pp. 275-324). Belmont, CA: Brooks/Cole.

Sharfstein, S.S. (2000). Whatever happened to community mental health? *Psychiatric Services* 51(5), 616-620.

**Assignment**

Group presentations

---

11/10/09 **Other Social Programs Introduced Since the 1960s**

Week 12 Health care; Child care; Family Leave; Benefits of programs, eligibility, financing; International comparisons; Current issues and debates related to the programs.

**Readings**

Beverly, S.G. (2002). What social workers need to know about the Earned Income Tax Credit. *Social Work*, 44(4), 259-266.

Gawande, A. (2009, June 1). The cost conundrum: What a Texas town can teach us about health care. *The New Yorker*, pp.36-44.

Popkin, S.J., Cunningham, M.K., & Bert, M. (2005). Public housing transformation and the hard-to-house. *Housing Policy Debate*, 16(1), 1-24.

**Assignment**

Draft of research paper

---

---

11/17/09 **General Trends in U.S. Social Policy Since the 1970s**

Week 13 The shift toward conservatism; Social policies of Reagan and Bush; Welfare reform in the Clinton era; Major federal policy implications of the Bush Administration; Obama's policy initiatives.

**Readings**

Dolgoff, R. & Feldstein, D. (2009). Social trends affecting social welfare. In *Understanding social welfare: A search for social justice* (8th ed.) (pp. 338-360). Boston, MA: Pearson Education.

**SKIM:**

Jansson, B.S. (2009). Ch.9: The paradoxical era: 1968-1980. Ch.10: The conservative counterrevolution in the era of Reagan and Bush. Ch.11: Reluctance illustrated: Policy uncertainty during the Clinton administration. Ch.12: Bush's quest for realignment. In *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.) (pp. 325-523). Belmont, CA: Brooks/Cole.

---

11/24/09 **Poverty as a Policy Problem**

Week 14 Definitions and measures of poverty; Characteristics of people in poverty; Risk and protective factors; Historical trends; The role of government in addressing poverty and changes in that role over time.

**Readings**

Brooks-Gunn, J. (1997) The effects of poverty on children. *The Future of Children*. Available from: [http://www.futureofchildren.org/usr\\_doc/vol7no2ART4.pdf](http://www.futureofchildren.org/usr_doc/vol7no2ART4.pdf)

Dolgoff, R. & Feldstein, D. (2009). The welfare society and its clients. In *Understanding social welfare: A search for social justice* (8th ed.) (pp. 160-193). Boston, MA: Pearson Education.

Rector, R. & Hederman, R. Jr. (2004). *Two Americas: One rich, one poor?* *Understanding income inequality in the United States*. Washington, D.C.: The Heritage Foundation. Available at [http://www.heritage.org/Research/Taxes/upload/68146\\_1.pdf](http://www.heritage.org/Research/Taxes/upload/68146_1.pdf).

Smeeding, T. & Phillips, K.R. (2001). Social protection for the poor in the developed world. In Nora Lustig (Ed.), *Shielding the Poor* (pp. 267-277). Washington, DC: Brookings Institution Press.

---

---

12/01/09 **Course Review– and Looking Forward**

Week 15 Review and discussion of course; Course evaluations; Discussion of policy change; Relation of ScWk 202 to ScWk 204.

**Readings**

Dolgoff, R. & Feldstein, D. (2009). Toward the general welfare and social justice. In *Understanding social welfare: A search for social justice* (8th ed.) (pp. 361-390). Boston, MA: Pearson Education.

Jansson, B.S. (2005). Why has the American welfare state been reluctant – and what can we do about it? In *The reluctant welfare state: American social welfare policies past, present and future* (5<sup>th</sup> ed.) (pp. 441-490). Belmont, CA: Brooks/Cole (Chapter 14).

McIntosh, P. (1988). White Privilege: Unpacking the invisible knapsack. Excerpt from *"White privilege and male privilege: A personal account of coming to see correspondences through work in Women's Studies."* Wellesley College Center for Research on Women: MA Available from:  
<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>

**Assignment**

Research paper due

---

12/08/09 **Last Class - Course Summary and Celebration**

Week 16

---

**ENJOY YOUR HOLIDAY BREAK!**

## **BIBLIOGRAPHY**

- Abramovitz, M. (1992). *Regulating the lives of women: Social welfare policy from colonial times to the present*. Boston, MA: South End Press.
- Addams, J. (2004, reprint). *Twenty years at Hull House*. Whitefish, MT: Kessinger Publishing.
- Baum, D. (1996). *Smoke and mirrors: The war on drugs and the politics of failure*. Boston: Little Brown.
- Biskupic, J. and Witt, E. (1997). *The Supreme Court and power of the American government*. Washington, DC: Congressional Quarterly Press.
- Coontz, S. (1998). *The way we really are: Coming to terms with America's changing families*. N.Y.: Harper Collins.
- Correspondents of the New York Times (2005). *Class matters*. New York, N.Y. Henry Holt & Company.
- DeParle, J. (2005). *American dream: Three women, ten kids, and a nation's drive to end welfare*. London, England: Penguin Books.
- Duncan, G. J. and Chase-Lansdale, P. L. (Eds.) (2001). *For better or worse: Welfare reform and the well-being of children and families*. New York, N.Y.: The Russell Sage Foundation.
- Francis, L. & Silvers, A. (Eds.) (2000). *Americans with disabilities*. New York, N.Y.: Routledge Press.
- Freire, P. (1990). A critical understanding of social work. *Journal of Progressive Human Services*, 1(1), 3-9.
- Gershberg, A.I., Danenberg, A. & Sanchez, P. (2004). *Beyond "bilingual" education: New immigrants and public school policies in California*. Washington DC: Urban Institute Press.
- Gerstle, G. and Mollenkopf, J. (Eds.) (2001). *E Pluribus Unum? Contemporary and historical perspectives on immigrant political incorporation*. New York, N.Y.: The Russell Sage Foundation.
- Hacker, A. (1997). *Money: Who has it and why*. New York, NY: Scribner Books.
- Harrington, M. (1964). *The other America*. New York: The Macmillan, Company.
- Hays, S. (2003). *Flat broke with children: Women in the age of welfare reform*. New York, NY: Oxford University Press.

- Karger, H. J., Midgeley, J. & Brown, C. B. (2003). *Controversial issues in social policy* (2<sup>nd</sup> ed.). Boston, MA: Pearson Education, Inc.
- Lowe, G. R. and Reid, N. (1999). *The professionalization of poverty: Social work and the poor in the twentieth century*. New York: Walter de Gruyter, Inc.
- Marmor, T. R. (1995). *The politics of Medicare* (2<sup>nd</sup> ed). Hawthorne, NY: Aldine de Gruyter.
- McFate, K., Lawson, R., & Wilson, W.J. (Eds). (1995). *Poverty, inequality, and the future of social policy*. City, ST: Russell Sage Foundation.
- Midgley, J. (1997). *Social welfare in a global context*. Thousand Oaks, CA: Sage Publications.
- Mincy, R. (Ed.) (2006). *Black males left behind*. Washington, DC: Urban Institute Press.
- Miringoff, M. & Miringoff, M.L. (1999). *The social health of the nation*. NY Oxford University Press.
- Piven, F.F. & Cloward, R. (1993). *Regulating the poor: The functions of public welfare*. New York, NY: Vintage Books.
- Quadagno, J. (1994). *The color of welfare: How racism undermined the war on poverty*. New York, NY: Oxford University Press.
- Rodgers, H. (2005). *American poverty in a new era of reform*. Armonk, NY: M.E. Sharpe.
- Schorr, A. (1986). *Common decency: Domestic policies after Reagan*. New Haven, CT: Yale University Press.
- Titmuss, R. M. (1974). *Social policy*. London: George Allen & Unwin.
- Weaver, H.N. (1998). Indigenous people in a multicultural society: Unique issues for human services. *Social Work*, 43 (3), 203-211.
- Whiteman, V. L. (2001). *Social Security: What every human services professional should know*. Needham Heights, MA: Allyn and Bacon.
- Wilson, W.J. (1996). *When work disappears*. New York, NY: Vintage Books.
- Wineburg, B. (2000). *A limited partnership: The politics of religion, welfare and social services*. New York, N.Y.: Columbia University Press.
- Zhou, H. (Ed.) (2001). *The political economy of health care reform*. Kalamazoo, MI.: The W.E. Upjohn Institute.
- Zuniga, V. and Hernandez-Leon, R. (2005). *Mexican immigration in the United States*. New York, NY: The Russell Sage Foundation.

## San José State University Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking<sup>1</sup> and communication<sup>2</sup> 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.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5<sup>th</sup> 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 biopsychosocial 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:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism<sup>3</sup> is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.<sup>4</sup> Cheating is also unacceptable.<sup>5</sup> 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.

---

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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](http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm)).

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

<sup>5</sup> 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.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY  
DIAL 9 – 1 – 1**

For further information visit the University Police Web site at: <http://www.sjsu.edu/police>