

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

SCWK 121 Social Welfare Institutions and Policies II

Course Codes: 41371 (Section 01)

Fall 2009

Class Meeting Time: Monday 9:00-11:45 (Section 1)

Classroom Location: MH 322 (Section 1)

Instructor: Valerie Southard, MSW

Office Location: WSQ 217P

Office Hours: By appointment

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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. (Prerequisite: SCWK120)

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.

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)

COURSE REQUIREMENTS

1. Learning Experiences: A lecture format combined with class discussions, debate exercise and in-class writing assignments are the primary teaching methods used in this course. The lectures serve as a means to present new material to the students. Students are expected to engage with the instructor in question and answer and discussion. Films and guest speakers may be utilized.

In order to further understanding of the material, students will focus on a specific social problem area and identify/analyze current relevant policy and legislation. Two written assignments will present a social problem, introduce related policy and program and analyze the policy based on a chosen framework. This process acquaints students with all phases of social policy analysis. The details of the assignments are discussed in “Assignments” section.

2. 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.

3. Class Attendance and Participation: (20 points) 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.

Note: If you are not attending class, you are not participating. According to University policy F69-24, “Students should attend all meetings of their class, not only because they are responsible for material discussed therein, but because active participation is frequent essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Students are *required* to have a meeting with the instructor (in week 13 or 14) to discuss their policy analysis paper. Exact date and time for meetings will be arranged.

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>

4. Grading and Evaluation: The grading and evaluation distribution for the class is outlined below.

1. Class participation	20 points
2. Outline 1: social problem and policy	15 points
3. Outline 2: policy analysis	15 points
4. Oral presentation	20 points
5. In-class debate	30 points
Total	100 points

The grading used in this course is as follows:

98 - 100	A+	73 - 76	C
93 - 97	A	70 - 72	C-
90 - 92	A-	67 - 69	D+
87 - 89	B+	63 - 66	D
83 - 86	B	60 - 62	D-
80 - 82	B-	0 - 59	F
77 - 79	C+		

5. Assignments:

Two policy analysis papers, oral presentation, and in-class debate are required for this course. Instructions and expectations for each assignment are:

A. Policy analysis papers (30 points in total)

You will be writing a brief review on the directed areas for policy exercises. The analysis exercise will be the results of the *joint effect of two to three students*. It is expected that all group members will contribute *equally* to the success of the exercises. Each student must fill out **Peer Evaluation Form** and *submit it along with each assignment*. The form is available in the instructor's faculty webpage. For access information, see page 7.

Students have two options of submission:

1) *Electronic submission* (preferred):

- Your paper can be submitted as an attachment to: **valerie.southard@gmail.com**
- Title of an email should include course title, paper title, and your names (e.g., 121 Policy analysis paper1 by Lily Lee & John Smith).
- The title of your document should also include course number, paper title, and your names.
- In addition to a sender, the remaining group member should be included in the email with Cc option – this way the instructor can follow up with all group members, if necessary.
- The email with an attached paper must be in the instructor's account before the beginning of the class session in which it is due.

2) *Hard copy submission*:

- The instructor can read and comment document only in MS word format. If you do not use MS word or just prefer hard copy submission, you can submit a paper in a hard copy. It is due at the beginning of the class session.

Late submission will result in deduction in points and delayed review.

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 (5th 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 OR typed using double-spacing 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.

1) Outline 1: Social Problem, Policy and Program

- Due on October 5, maximum of **4 pages**, 15 points.
- Use a reference list of at least 4 articles/books and the Encyclopedia of Social Work to provide you with information about this social problem, policy, and program.

2) Outline 2: Policy Analysis

- Due on October 26, maximum of **3 pages**, 15 points.
- Three policy analysis frameworks are introduced in this course. For Policy Analysis Paper 2, you are asked to choose ONE framework and analyze the policy you presented in Policy Analysis Paper 1. Three frameworks are:

A. History of the Problem, Policy, and Program

- Use a reference list of at least 4 articles/books to provide you with information about this social problem, policy, and program.
- Your outline should include the following:
 - 1) Clearly identify and state a set of questions guiding your historical analysis. The guiding questions should cover various aspects of problem and policy.
 - 2) In responding the questions you identified above, summarize the historical perspective of the problem, policy, and/or program designed to address the problem.

B. Assessment of Values

- 1) Identify *three* social, political and/or potential religious values and beliefs that have influenced the development of the policies put into place for the policy area you have been working on.
- 2) Provide rationale about why you think values and beliefs identified above are reflected in the policy development process.
- 3) 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?

C. Assessment of Service-Delivery System

- 1) Identify service-delivery system and describe it, including *administration* of how services are delivered. If necessary, include *funding process*, too.
- 2) Identify at least *three* problems related to service-delivery system and explain why you think they are the problems related to service-delivery.

3) Policy Analysis Paper **REVISIONS ONLY!**

- **Due on December 7**

B. Oral presentation

- November 23 and 30, 20 points.
- 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-minutes long (10 minutes for presentation and 2 minutes for Q & A). *Make sure not to OVERUSE or UNDERUSE allotted time for presentation.*
- Prepare any visual aids for your presentation (e.g., poster, transparencies or PowerPoint presentation). If you do not use any visual aids, make an outline of your presentation and bring enough copies for the class.

C. In-class debate

- On an assigned date, 30 points.

1) Debate team

- A debate team consists of two groups of two students, debating on position chosen in advance.
- Students will choose one of the following topics and take position (pro or con):
 - 1) Should same-sex marriage be legalized?
 - 2) Does America need national health insurance?
 - 3) Should family members be paid to provide care to elderly relatives?
 - 4) Should we open the Southern U.S. boarder to immigration?
 - 5) Has Welfare Reform work? (Did workfare programs bring large numbers of people out of poverty?)
 - 6) Should Social Security be privatized?
 - 7) Should spiritual principles and religious beliefs guide social welfare policy?
 - 8) Should older adults be allowed to drive?

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.
- Then the fun begins! Each team will have 5 minutes to offer a rebuttal to their opponent's stated position on the 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.
- You are encouraged to use visual aids (e.g., transparency, PowerPoint presentation). If you do not use any form of visual aids, make an outline of your presentation and bring enough copies for the class.

TEXTBOOKS

Required:

Ellis, R. A. (2003). *Impacting social policy: A practitioner's guide to analysis and action*. Pacific Grove, CA: Brooks/Cole, Inc.

Popple, R. P., & Leighninger, L. (2007). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. (4th ed.). Boston, MA: Allyn and Bacon.

Recommended:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

FACULTY WEBPAGE

Throughout the semester, important documents and course materials will be posted on the instructor's faculty webpage. To access, start at SJSU homepage (www.sjsu.edu) → on upper left side, "Faculty and Staff" → "Faculty Pages" → search the instructor by last name "Southard" → you'll see "Southard, Valerie" Then, you can bookmark it for later use. All documents are password-protected and the password is *bsw121*.

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

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, see me during office hours, or contact me by e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <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/index.html

TOPIC OUTLINE AND READING ASSIGNMENTS (subject to change with fair notice)

Week 1 8/24	<ul style="list-style-type: none"> - Administrative issues (e.g. enrollment, eligibility) - Overview of the course - Introduction of SSW transcultural perspective
Week 2 8/31	<ul style="list-style-type: none"> - How Policy Affects Life - Social Welfare Policy and Social Work Profession: Policy-Based Profession - Library Lab Session (10:45- 11:45(section 1) @ MLK 213): How to locate government publications and policy-related database - Reading: Ellis (2003) Chapter 1 Poppo & Leighninger (2007), Chapter 1-2 • <i>Analysis paper group and debate team formation</i>
Week 3 9/7	No Class – Labor Day
Week 4 9/14	<ul style="list-style-type: none"> - Social Welfare Policy and Analysis: Basic Definitions and Concepts - Reading: Poppo & Leighninger (2007), Chapter 2
Week 5 9/21	<ul style="list-style-type: none"> - Social Problems and Analysis <ul style="list-style-type: none"> ▪ What is social problem? ▪ Nature of social problem ▪ Prominent social problems ▪ Process of social problem analysis - Reading: Ellis (2003), Chapter 2 <i>Tipping point</i> (by Malcolm Gladwell) – available in the instructor’s faculty webpage. For access information, see page 7. <i>*Debate 1</i>
Week 6 9/28	<ul style="list-style-type: none"> - Social Welfare Policy Analysis: Overview <ul style="list-style-type: none"> ▪ Approaches to policy analysis ▪ Methods of policy analysis ▪ Policy analysis: science, art or political? - Reading: Poppo & Leighninger (2007), Chapters 3 <i>*Debate 2</i>
Week 7 10/5	<ul style="list-style-type: none"> - Policy Analysis Framework I: History <ul style="list-style-type: none"> ▪ Role of history in understanding policy ▪ Methods of historical analysis ▪ Common errors in historical analysis - Reading: Ellis (2003), Chapter 3 Poppo & Leighninger (2007), Chapters 4 <i>*Debate 3</i> <i>**DUE: Outline 1 & Peer Evaluation</i>

Week 8 10/12	<ul style="list-style-type: none"> - Policy Analysis Framework II: Values <ul style="list-style-type: none"> ▪ Social values in defining social problems – major values, conflicting values and beliefs ▪ Social values as evaluation criteria of social welfare policy - Reading: Ellis (2003), Chapter 4 Poppo & Leighninger, (2007), Chapter 5 *Debate 4
Week 9 10/19	<ul style="list-style-type: none"> - Policy Analysis Framework III: Service-Delivery System <ul style="list-style-type: none"> ▪ Policy process ▪ Administration and funding process ▪ Strategies to identify & ways to describe service-delivery system ▪ Discovering service-delivery problem - Readings: Ellis (2003), Chapter 6 *Debate 5 **Mid-term course evaluation
Week 10 10/26	<ul style="list-style-type: none"> - Film: Right to die (topic can be subject to change). Discussion of the topic and reflection write-up will follow. *Debate 6 **DUE: Outline 2 & Peer Evaluation **Sign-up for a meeting(week 13 & 14) with the instructor
Week 11 11/2	<ul style="list-style-type: none"> - Preparing handout and making effective oral presentation *Debate 7& 8 **Sign-up for oral presentation(week 15& 16)
Week 12 11/9	<ul style="list-style-type: none"> - Analysis paper group meeting & consultation with the instructor
Week 13 11/16	<ul style="list-style-type: none"> - Analysis paper group meeting & consultation with the instructor
Week 14 11/23	<ul style="list-style-type: none"> - Oral Presentations
Week 15 11/30	<ul style="list-style-type: none"> - Oral Presentations - Course evaluation
Finals Week 12/7	<ul style="list-style-type: none"> - NO CLASS *DUE: <i>POLICY OUTLINES REVISIONS</i>

BIBLIOGRAPHY

- Bardach, E. (2004). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press.
- Chambers, D. E., & Wedel, K. R. (2005). *Social policy and social programs. A method for the practical public policy analyst* (4th ed.). Boston, MA: Allyn and Bacon.
- DiNitto, D. M. (2007). *Social welfare: Politics and social policy* (6th ed.). Boston, MA: Allyn and Bacon.
- Dobelstein, A. (2002). *Social welfare: Policy and analysis* (4th ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning.
- Dolgoff, R., & Feldstein, D. (2006). *Understanding social welfare: A search for social justice* (7th ed.). Boston, MA: Allyn and Bacon.
- Gil, D. G. (1992). *Unraveling social policy: Theory, analysis, and political action toward social equality* (5th ed.). Rochester, VT: Schenkman Books.
- Gilbert, N. & Terrell, P. (2004). *Dimensions of social welfare policy* (6th ed.). Boston, MA: Allyn and Bacon.
- Ginsberg, L. (1998). *Conservative social welfare policy: A description and analysis*. Boston, MA: Allyn and Bacon.
- Ginsberg, L. H. (2005). *Understanding social problems, policies, and programs (social problems and social issues)* (4th ed.). Columbia, SC: University of South Carolina Press.
- Gladwell, M. (2002). *The yipping point: How little things can make a big difference*. Boston, MA: Back Bay Books.
- Harris, G. (2007). *Dynamics of social welfare policy: Right versus Left*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Hayden, F. G. (2005). *Policymaking for a good society: The social fabric matrix approach to policy analysis and program evaluation*. New York, NY: Springer.
- Kraft, M. E., & Furlong, S. R. (2006). *Public policy: politics, analysis, and alternatives* (2nd ed.). Washington, DC: CQ Press.
- Segal, E. A. (2006). *Social welfare policy and social programs: A values perspective*. Pacific Grove, CA: Brooks/Cole-Thomson Learning.
- Segal, E. A. & Brzuzy, S. (1998). *Social welfare policy, programs and practice*. Itasca, IL: F. E. Peacock Publishers, Inc.
- Weimer, D., & Vining, A. R. (2004). *Policy analysis: concepts and practice* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

San José State University

Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² 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; 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 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-		

Plagiarism³ 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.

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.
- 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/>