

SAN JOSÉ STATE UNIVERSITY – SCHOOL OF SOCIAL WORK

ScWk263: Social Work and the Law

~ Children and Families ~

Section #2 ~ Course Code: # 43776

Fall 2011

Cynthia Chase, LCSW

Class: Tues, 6:00pm – 8:45pm

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Catalog Description

Analytical skills to understand the legal system, its functions, organization, jurisdiction and case processing methods. An examination of the legal environment of social work practice in selected settings: domestic violence, child abuse and neglect, sexual abuse and education. (This is a 3 unit elective course; it also meets requirements of licensure and requirements for Title IV-E and Pupil Personnel Services Credential.)

Course Description

SW 263 is an advanced level course in which students examine the role of the law and its influence on children and families. The course places specific focus on the family and juvenile court systems in California and laws relating to divorce, adoption, custody, child abuse, juvenile justice, immigration and legal status, and legal issues related to same sex couples. Students will examine and critically analyze the impact of specific court decisions, legislation, and propositions and their impact on social work practice.

Learning Objectives

Upon completion of ScWk263 the Master of Social Work student will be able to:

1. Demonstrate their knowledge and understanding of substantive administrative, legislative, and judicial decisions that have an impact on the social welfare services being provided to the children and families with whom they work. M3.5 (Policy/History/Social Justice).
2. Identify key aspects of the legal system that guide social work practice with all children and families, and in particular ethnically/racially diverse, disenfranchised, oppressed and marginalized children and families. M3.5 (Policy/History/Social Justice).
3. Analyze the impact of legislative and judicial processes, and use information from analyses to advocate on behalf of children and families, in particular the children and families who are disproportionately represented in public child welfare, juvenile justice, mental health, and other governmental systems. M1.5 (Apply transcultural/multisystems in field of practice). M3.5 (Policy/History/Social Justice); M3.6 (Multi-systems knowledge and skills with communities).

4. Demonstrate their understanding of the social worker's role in the court setting and how to be effective in that setting. M3.5 (Policy/History/Social Justice); M3.6 (Multi-systems knowledge and skills with communities).
5. Identify situations of professional liability and demonstrate an understanding of how to use consultation to resolve concerns in a manner that does not violate social work values and protects clients to the fullest extent possible. M1.4 (Ethics).

Title IV-E Competencies

This course meets the following Title IV-E Child Welfare Training Program Curriculum Competencies: 1.5, 2.6, 2.8, 2.9, 2.12, 2.13, 2.14, 2.15, 2.16, 2.18, 2.19, 2.20, 2.21, 4.5, 4.7, 6.1, 6.5, 7.1, 7.4, 8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 8.8, & 8.9.

COURSE REQUIREMENTS

Learning Experiences:

The course is a seminar and will utilize: 1) lectures by the instructor; 2) class discussions about current policy issues; 3) guest speakers; 4) group projects; 5) assigned textbook readings and 6) case studies and exercises will be included in the course to illustrate concepts as teaching/learning tools. Class attendance and participation are essential.

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

Class Attendance and Participation:

Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. Failure to participate in discussion and/or inattentiveness will result in lower assessments in this grading area.

Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. To minimize class disruptions please arrive prior to the start of class.

As part of class participation students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge, and experience in the field.

Each student is expected to attend all classes. Students are expected to share ideas, listen to the ideas of others and participate in class discussions. Note: If you are not attending class, you are not participating.

Academic Integrity Statement: Academic integrity is essential to the mission of San José State University. As such, students are expected to produce 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 integrity, respect for oneself and 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 that 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

Campus policy in compliance with the Americans with Disabilities Act: “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/>.

Required Textbooks:

Saltzman, A. & Furman, D. M. (1999). *Law in social work practice* (2nd ed.). Pacific Grove, CA: Brooks/Cole–Thomson Learning.

Reader. Available at Maple Press.

Recommended Books

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

All written work for this class is to be submitted according the style in the *APA Publication Manual*.

Course Assignments

The course is based on a one hundred (100) point scale; with a final letter grade assigned according to the scale identified in the Social Work Programs Evaluation and Grading Criteria (see below).

10 points: Class Participation

Each student is expected to attend all classes and complete all readings. Students are expected to actively engage in discussions with classmates and the instructor, to ask questions, and to critically analyze and challenge ideas in a respectful manner.

Participation includes being on time, being attentive, and being respectful of fellow students and the instructor. Texting, IMing, and being on Facebook or other social networking sites during class is not an example of participation or respect. If you are not attending class, you are not participating.

15 points: Brief Policy Analysis

Provide a policy analysis of a current legal social work issue related to policy. 1. Clearly identify and define the issue and the ways in which this particular issue is connected with social work practice (3 pts) 2. Identify and describe the target population and others who are affected by the policy (3 pts) 3. Identify and describe the social, cultural, moral and/or ethical values that influence the policy (3 pts) 4. Identify and describe the impact of the policy, the unintended consequences of the policy, limitations in the current policy and options to more effectively address the issue (5 pts) 5. Organize and structure your paper using APA style, proper grammar, language and spelling; appropriately reference the sources of your topic and utilize at least your book and/or reader as references. (1 pts)

Papers will be a minimum of **4 full pages**. Please follow the guidelines for formatting papers described below.

25 points: Group Policy Analysis Paper

This is a group assignment that focuses on the analysis of a piece of legislated or judicial policy that has an effect on children and families. The policy can be federal or state, current or historical. Examples of possible topics are: Differential Response, AB 490, SB 1104 Concurrent Planning and other foster youth related laws; laws related to Homeless Families and Youth; Laws related to LGBTQI youth in the child welfare and/or juvenile justice system; Proposition 21 and other juvenile justice related laws; Proposition 184 and other criminal justice related laws; Proposition 187 and other immigration related laws; Proposition 8 and other same sex partner related State or federal laws like DADT or DOMA; PRWORA; the State or Federal Dream Act.

There are many other possible topics that can be used. There will be time during class to select topics and form groups.

Your analysis should do the following:

1. Identify and define the problem (or problems) the policy was intended to address (3pts) identify those intended to benefit from the policy, as well as any unintended beneficiaries and unintended consequences of the policy (3 pts)
2. Discuss the social, cultural, moral and/or ethical values that influence the policy (4 pts)
3. Specify the history and development of the policy (2 pts) Specifically identify the history of the court decision or explain the route of the piece of legislation. Who sponsored it? Who opposed it? (2 pts)
4. Explain how effective the policy has been at addressing the problems it was designed to resolve **and** identify any problems it may have created or that remain after the policy was developed (5 pts)
5. Include how the programs and/or services are funded, along with the impact of that funding. (2 pts)
6. Propose an alternative policy solution that better addresses the issue and explain how it is a better solution to the issue. Also identify any potential problems your proposed solution may create. (4 pts)

The paper should be a minimum of 10 pages of narrative. The paper should have a title page which indicates the policy being analyzed, and includes the names of all the members of the group. **After the cover page, include a description of each member's specific contribution to the paper and presentation.** Please follow the guidelines for formatting papers described below.

20 points: Group Policy Analysis Presentation

Students will select topics and group members and sign up for presentation during class.

Presentations will be during the last two to three weeks of class.

Each group will present their findings at the end of the semester. Use of handouts, videos and powerpoints is encouraged in the process of facilitating each group's presentation. Each member of the group should demonstrate equal participation in the presentation. Students in the audience will also be graded on their participation in terms of asking questions of the presenters. Each group is responsible for a 20-25 minute presentations with an additional 5-10 minutes to respond to questions. Each group will have a total of 35 - 40 minutes for their total presentation.

★ **Please provide the instructor with either a presentation outline or a copy of the powerpoint slide presentation**

30 points (total): 3 Response Papers: 10 points each.

Throughout the course of the semester, students will prepare three response papers to current media stories related to social work and the law issues. Media sources can be either print and visual, but **MUST** come from a reputable source. The source must be cited. The suggested length of paper is three to five pages; **NO** more than five pages in length.

All 3 papers are due anytime September 6th and November 11th

Papers will be graded based on the following criteria:

1. A description of the issue (2 pt)
2. A thorough description of the connection to social work and the law (2 pts)
3. A connection to class discussion and the assigned text (2 pts)
4. The legal and social work implications of the issue (2 pts)
5. Your critical analysis of the issue in the context of transcultural practice and the impact or potential impact of the issue on the community (2 pts)

APA Format Required

The Publication Manual of the American Psychological Association is the style manual adopted by the Social Work Program. All papers and journal entries must be typed double space and should conform to the APA style.

Grades: The following assignments will be completed for this course:

<i>Attendance & Participation</i>	<i>10 points</i>
<i>Brief Policy Analysis</i>	<i>15 points</i>
<i>Group Policy Analysis Paper</i>	<i>25 points</i>
<i>Group Policy Presentation</i>	<i>20 points</i>
<i>Response Papers (3 @ 10pts each)</i>	<i>30 points</i>
<hr/>	
<i>Total</i>	<i>100 points</i>

Grading And Evaluation

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

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

Late Assignments

Late assignments will not be accepted unless you have made special arrangements with the instructor. Please communicate any possibility of any problems or circumstances that will affect your prompt submission of any work. Note that late assignments will only be accepted with instructor approval, and the paper will need to be submitted to your instructor at the School of Social Work office with a stamped time and date submission and placed in your instructor's mailbox. Students are responsible to contact their instructor to let the instructor know that your assignment has been submitted and check and see that your assignment has been received.

Formatting Requirements for all assigned papers

Structure of the paper:

- Must use appropriate grammar and style for a graduate paper; specifically, this is not a journaling assignment, therefore limit the use of first person personal
- The total # of pages refers to narrative and does not include title page or reference page
- 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
- Cite your references (You can not make bold statements without supporting those statements with cited references – however, there is no required number of references.)
- Word-processed using 12 pt. Font (Using Arial or Times New Roman font) and double-spaced with one inch margins
-- NO handwritten papers will be accepted
- You will lose points if you do not use APA format

Information re: Group Presentations

Group Presentations should follow the same format of the paper and should be clearly organized and divided evenly amongst group members.

How information is presented by each presenter in each group:

1. Student presents information in logical, interesting sequence that audience can follow.
2. Student demonstrates full knowledge (more than required) by using explanations and elaborations.
3. Student's graphics explain and reinforce text and presentation.
4. Student maintains eye contact with audience, seldom returning to notes; does not read notes
5. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

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.

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http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html

COURSE OUTLINE

WEEK	CLASS TOPICS AND READINGS <i>(Subject to change with fair notice)</i>	ASSIGNMENTS
Week 1 8/30	Introduction and Overview of the Course Introductions; Course outline; Discussion of assignments; Class expectations. Readings: None due first week.	
Week 2 9/6	Overview of the American Legal System and the Court Hearing Process The three branches of government; The federal legislative process; The federal district courts; The Supreme Court; The appeals process. Readings Saltzman, A. & Furman, D.M. (1999). Chapter 1: Legal concepts and principles for the social worker. Saltzman, A. & Furman, D.M. (1999). Chapter 2: The hearing process.	
Week 3 9/13	The importance of citations and knowing “The Code” and Knowing Your Rights Readings The California Code. Available at http://www.leginfo.ca.gov/calaw.html California Healthcare Association (2002). Where to find laws referenced in the minors manual. In <i>Minors and health care law: A handbook on consent for treatment of infants, children and adolescents</i> (p xi). Sacramento, CA: Author. (In reader). Saltzman, A. & Furman, D.M. (1999). Chapter 5: Basic Constitutional Concepts and Principles for the Social Worker	
Week 4 9/20	Laws and Legal Issues Regarding Child Protection Review of important legal cases in the child protection arena; Policy issues in the child protection arena such as the rights of parents, removal of children from parental care; Related federal and state policies. Readings Goldstein, J., Freud, A., & Solnit, A.J. (1973). On continuity, a child’s sense of time, and the limits of both law and prediction. In <i>Beyond the best interests of the child</i> (pp. 31-52). New York, NY: The Free Press. (In reader). Saltzman, A. & Furman, D.M. (1999). Chapter 8: Protection of children.	

WEEK	CLASS TOPICS AND READINGS (Subject to change with fair notice)	ASSIGNMENTS
Week 5 9/27	Laws and Legal Issues Regarding Adoption Review of important legal cases in the adoption arena; Policy issues in the adoption arena such as voluntary relinquishment, termination of parental rights, issues for gay and lesbian families, international adoptions, and transracial adoptions; Related federal and state policies. Readings Cross, T.L. & Fox, K. (2005). Customary adoption as a resource for American Indian and Alaska Native children. In G.P.Mallon & P.M.Hess (Eds.), <i>Child welfare for the 21st century: A handbook of practices, policies and programs</i> (pp. 423-431). New York, NY: Columbia University Press. (In reader.) Saltzman, A. & Furman, D.M. (1999). Chapter 9: Adoption. Guest Speaker – Personal Perspective of “Life in the System” – Molly Relyea	
Week 6 10/4	Marriage, Divorce, Child Custody and Support Review of important legal cases in the marriage and child custody and support arena; Policy issues in the marriage and child custody and support arena such as gay and lesbian couples, step-parent families, and common law marriage; Related federal and state policies. Readings Saltzman, A. & Furman, D.M. (1999). Chapter 10: Marriage Saltzman, A. & Furman, D.M. (1999). Chapter 11: Custody and support of children.	
Week 7 10/11	Dealing with Domestic Violence Review of important legal cases in the domestic violence arena; Policy issues in the domestic violence arena such as issues mandated screening, protection orders, the “Battered Woman Syndrome,” and various protection strategies; Related federal and state policies. Readings Menard, A. (2001). Domestic violence and housing: Key policy and program challenges. <i>Violence Against Women</i> , 7(6), 707-720. (In reader). Saltzman, A. & Furman, D.M. (1999). Chapter 12: Domestic violence and abuse. Superior Court Commissioner Stephen Siegel	Brief Policy Analysis Due

WEEK	CLASS TOPICS AND READINGS	ASSIGNMENTS
	<i>(Subject to change with fair notice)</i>	
Week 8 10/18	<p data-bbox="358 289 800 317">Educational Legislation and Rights</p> <p data-bbox="358 323 1214 453">Review of important legal cases in the educational arena; Policy issues in the educational arena such as segregation, integration, unequal funding, legal status, sex and disability, attendance and discipline issues, and disabled children; Related federal and state policies.</p> <p data-bbox="358 485 475 512">Readings</p> <p data-bbox="358 518 1192 648">McAndrews, L.J. & Scott, K.M. (2002). Full circle: elementary and secondary education politics and policies of Lyndon Johnson and Bill Clinton. <i>The Social Science Journal</i>, 39, 53-64. (In reader).</p> <p data-bbox="358 684 808 711">Saltzman, A. & Furman, D.M. (1999).</p> <p data-bbox="358 718 784 745">Chapter 13: Education of children.</p>	
Week 9 10/25	<p data-bbox="358 814 948 842">Select Groups for presentations and papers</p> <p data-bbox="358 884 854 911">Legal Issues Regarding Juvenile Justice</p> <p data-bbox="358 917 1198 1047">Review of important legal cases in the juvenile justice arena; Policy issues in the juvenile justice arena such as delinquency vs. crime, status offenses, transfer to adult court, and gang involvement; Related federal and State policies.</p> <p data-bbox="358 1079 475 1106">Readings</p> <p data-bbox="358 1113 1192 1276">Bortner, M.A., Zatz, M.S., & Hawkins, D.F. (2000). Race and transfer: Empirical research and social context. In J.Fagan & F.E.Zimring (Eds.), <i>The changing borders of juvenile justice: Transfer of adolescents to the criminal court</i> (pp.277-320). Chicago, IL: The University of Chicago Press. (In reader).</p> <p data-bbox="358 1312 1151 1375">Saltzman, A. & Furman, D.M. (1999). Chapter 7: Adjudication and Treatment of juvenile offenders.</p>	

WEEK	CLASS TOPICS AND READINGS	ASSIGNMENTS
<i>(Subject to change with fair notice)</i>		
Week 10 11/1	<p data-bbox="358 279 1094 312">Laws Regulating Medical Care and Consent for Treatment</p> <p data-bbox="358 312 1203 447">Review of important legal cases in the medical care arena; Policy issues in the medical care arena such as informed consent and the commitment and treatment process for the mentally ill or developmentally disabled; Related federal and state policies.</p> <p data-bbox="358 499 475 533">Readings</p> <p data-bbox="358 533 1203 663">California Healthcare Association (2002). The law of consent. In <i>Minors and health care law: A handbook on consent for treatment of infants, children and adolescents</i> (pp.3-6). Sacramento, CA: Author. (In reader).</p> <p data-bbox="358 701 1187 764">Saltzman, A. & Furman, D.M. (1999). Chapter 16: Commitment and treatment of persons with mental disabilities</p> <p data-bbox="358 768 1130 802">Saltzman, A. & Furman, D.M. (1999). Chapter 17: Medical care</p>	
Week 11 11/8	<p data-bbox="358 858 708 892">Working Within the Courts</p> <p data-bbox="358 892 1203 1022">Preparing and presenting legal testimony; The process of testifying; Qualifying as an expert witness; Writing reports for the court; Differences in legal and social work cultures; Guidelines for working with lawyers.</p> <p data-bbox="358 1079 475 1113">Readings</p> <p data-bbox="358 1113 1203 1176">Saltzman, A. & Furman, D.M. (1999). Chapter 2: The social worker in the hearing process.</p> <p data-bbox="358 1180 1130 1243">Saltzman, A. & Furman, D.M. (1999). Chapter 20: Professional relationships with lawyers.</p> <p data-bbox="358 1281 1203 1413">Taylor, S. (2006). Educating future practitioners of social work and law: Exploring the origins of inter-professional misunderstanding. <i>Children and Youth Services Review</i>, 28(6), 638-653. (In reader).</p> <p data-bbox="358 1451 1094 1484">Guest Speaker – Assistant District Attorney Celia Rowland</p>	

WEEK	CLASS TOPICS AND READINGS (Subject to change with fair notice)	ASSIGNMENTS
Week 12 11/15	<p>Laws and Policies Governing Social Work Practice The bounds of liability; types of liability; The credentialing of social work; Laws and policies regulating social work practice; Client confidentiality; Dealing with requests to testify.</p> <p>Readings Saltzman, A. & Furman, D.M. (1999). Chapter 17: Regulation of the profession of social work. Saltzman, A. & Furman, D.M. (1999). Chapter 18: Disclosure of professional communications and records. Saltzman, A. & Furman, D.M. (1999). Chapter 19: Professional liability.</p>	ALL Responses Due
Week 13 11/22	<p>Course Summary I Review of basic tenets of course; Student presentations.</p>	Presentations
Week 14 11/29	<p>Course Summary II Review of basic tenets of course; Student presentations.</p>	Presentations
Week 15 12/6	<p>Last Day of Class Review of basic tenets of course; Student presentations</p>	Presentations

BIBLIOGRAPHY

- Alexander, R. Jr. (1995). Social workers and immunity from civil lawsuits. *Social Work*, 40, 648-654.
- Alexander, R. Jr. (2003). *Understanding legal concepts that influence social welfare policy and practice*. Pacific Grove, CA: Brooks/Cole-Thomson Learning.
- Barron, J.A., Dienes, C.T., McCormack, W., & Redish, M.H. (1992). *Constitutional law: Principles and policy* (4th ed.). Charlottesville, VA: Michie.
- Bentley, K.J. (1994). The right of psychiatric patients to refuse medication: Where should social workers stand? *Social Work*, 38, 101-106.
- Berstein, D.E. (1999). Sex discrimination laws versus civil liberties. *University of Chicago Legal Forum*, 1999, 133-197.
- Blau, J. (1996). Reasonable efforts, unreasonable efforts: A retrospective analysis of the “reasonable effort” clause in the Adoption Assistance and Child Welfare Act of 1980. *Journal of Sociology and Social Welfare*, 23, 133-150.
- California Healthcare Association (2002). *Minors and health care law: A handbook on consent for treatment of infants, children and adolescents*. Sacramento, CA: Author.
- Crawford, J.M. (1999). Co-parent adoptions by same-sex couples: From loophole to law. *Families in Society*, 80, 271-278.
- McCarthy, F.B., Patton, W.W. & Carr, J.G. (2003). *Juvenile law and its processes: Cases and materials*. Boston, MA: LexisNexis
- Mnookin, R.H. & Weisberg, D.K. (1995). *Child, family and state: Problems and materials on children and the law* (3rd ed.). Boston, MA: Little, Brown and Company.
- O’Brien, T.M. (2004). *Child welfare in the legal setting: A critical and interpretive perspective*. Binghamton, NY: The Haworth Press.
- Siegal, L., & Senna, J. (2000). *Juvenile delinquency: Theory, practice and law* (7th ed.). St. Paul, MN: West.
- Stein, T.J. (1991). *Child welfare and the law*. White Plains, NY: Longman Publishing Group.
- Weisz, V.G. (1995). *Children and adolescents in need: A legal primer for the helping professions*. Thousand Oaks, CA: Sage Publications.

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

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

One method to evaluate students' critical thinking and communication skills is via written assignments. To evaluate your writing, the social work faculty will use the writing guidelines established in the *Publications Manual of the American Psychological Association* (5th Ed.). 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*³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Cheating is also unacceptable.⁵ Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

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/So2-4.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, **pull** the building **fire alarm lever**, **evacuate** the area or building, and then call the University Police at **911**.
- 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 evaluate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency – call 924-SJSU (924-7578).

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 minor 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**.

BUILDING EVACUATION:

- **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 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. Do not smoke.
- **Use the stairs**. Do not use elevators-in case of fire or earthquake many elevators stop in place and you may be trapped or exposed to deadly smoke.
- Re-enter 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>
(San José State University Department of Public Safety: Emergency Preparedness Program – Rev. 1/91)