

San José State University
SCHOOL OF SOCIAL WORK
ScWk 204: SOCIAL POLICY ANALYSIS
Section 5: Course Code #25101

| | |
|-------------------------|-----------------------------|
| Semester: | Spring 2012 |
| Instructor: | Shawna Reeves, MSW |
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| Office Hours: | Wed 4:45-5:45PM |
| Class Days/Time: | Wed 6:00-8:45PM |
| Classroom: | Spartan Complex Central 211 |
| Prerequisites: | ScWk 202 |

Course Description

This course, which represents the second requirement in the social policy sequence and builds upon materials covered in ScWk 202 or equivalent, is for the purpose of developing an effective general framework for the analysis of social welfare policy. It also serves as a foundation to various substantive policy areas. It incorporates knowledge, values, and skills necessary for transcultural practice, and assists students to practice as change agents with and within social service systems at the micro, mezzo, and macro levels. Particular emphasis is placed on policy issues relating to women, people of color, lesbians and gays, and issues relating to diversity, populations at risk of poverty, oppression and discrimination, social and economic justice, and social work values and ethics.

Social workers need to be competent in social policy analysis at three levels:

1. **AS CONSUMERS:** Social Workers, like all people, are consumers of social policies. Because social policy reflects such important aspects of social work practice and social well-being, it is particularly necessary that social workers understand how to accurately assess the impacts (both positive and negative) of proposed and actual social policies.

2. **AS PARTICIPANTS:** Because social policy is so critical to both the processes and the purposes of social work practice, it is essential that social workers possess the knowledge, values, and skills necessary to participate in the processes of formulating and developing social policies and services, implementing and managing those policies and evaluating the equity, effectiveness, and efficiency of social welfare policies and services.
3. **AS PRACTITIONERS:** Social policy has a direct impact on social work practice in a number of important ways including:
 - a. Establishing the standards and criteria for professional practice in private and publicly funded agencies.
 - b. Defining professional roles and responsibilities in practice, licensing, and certification.
 - c. Providing the resources available to meet social work goals and values

Course Goals and Student Learning Objectives

At the conclusion of this course of study, students will be able to:

1. Assess and understand the influence of the relevant political, economic, and cultural contexts of policy making. M3.2 (Policy)
2. Conduct competent policy analysis that incorporates both the social values and ethics of the profession and the practice of critical thinking. M3.2 (Policy)
3. Effectively use communication skills to articulate, analyze and advocate social policies to diverse stakeholders (such as legislators, at-risk communities, service providers, and colleagues). M2.3 (Communication)
4. Formulate social policy interventions at both the organizational and the policy level from a transcultural/social justice perspective. M3.4 (Social Services Organizations/Systems); M1.1 (Transcultural model)
5. Utilize effective strategies to influence social policy, particularly emphasizing the needs of diverse, disenfranchised, oppressed and marginalized populations. M3.2 (Policy)
6. Understand how issues related to power, privilege, oppression, and diversity affect the social policy process today. M3.1 (Power, privilege and oppression)

Title IV-E Competencies

This course meets the following Title IV-E Child Welfare Training Program Curriculum Competencies: 1.5, 2.5, 4.4, 4.5, 4.6, 6.1, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, & 8.9

Required Texts/Readings

Textbook

Cummins, L.K., Byers, K.V., & Pedrick, L. (2011). *Policy practice for social workers: New strategies for a new era*. Boston, MA: Allyn and Bacon.

Other Readings

Other readings listed in the syllabus are available either through the MLK Library or will be provided.

Learning Experiences

This course is classified as a seminar. This means that students should come to classes prepared to discuss the major concepts in the required readings for each class period. There may also be lectures by the instructor, various invited guests, student-led seminars, and discussions of the topics covered. Several assignments involve active policy practice such as letter-writing and meeting with legislators. Students are expected to read independently as needed to supplement the information covered in the lectures and the discussions

Dropping and Adding

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

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Late Assignments

Unless there are extraordinary circumstances and arrangements have been made in advance with the professor, late papers or reports will be penalized by a minimum of 10%. For all assignments, a detailed assignment guideline will be provided in class.

Assignment #1: Policy Analysis (35% of total grade)

This is a brief summary of the assignment. The objective of this assignment is to undertake a thorough policy analysis that incorporates a problem analysis, policy description, and application of analytic criteria. The paper will be completed in three installments, as follows:

1. First, students are to detail a social problem affecting a marginalized or oppressed group or population, or of general concern to the field of social welfare. The problem analysis should include a definition of the problem, a description of the magnitude of the problem, information regarding the causes and consequences of the problem, and an identification of the values underlying the problem as it's framed. This section should be about 3 pages in length.
2. Second, students are to describe a program, policy, or proposed policy that deals with the identified problem. Descriptive frameworks from class are to be used. This section should be about 3 pages in length.
3. Third, students are to analyze the policy. Students will identify and describe several analytic criteria, apply those criteria to the policy, and render a final assessment along with recommendations for an alternative approach or revision to the policy. The third submission should incorporate the first and second sections with instructor's comments addressed. (The student must also attach hard copies of the original first and second sections with instructor's comments.) The final paper should be about 8 pages in length, not including the title page or references.

Assignment #2: Policy Experience (20% of total grade)

The purpose of this assignment is to enable the student to participate in the policy arena and observe firsthand the various influences on the policy process. Students are to select and participate in one of the listed policy experiences, and submit a 3-4 page report of their experience. Each student is to write an individual report, even if they participated in a group experience.

There are three options for this assignment.

1. Students may interview a city, county, state, or national legislator from the district in which the students reside. (Students may interview the legislator as a group (3-5 members) but are not required to do so.) Students should identify an issue relevant to the legislator about which they have an opinion. In the interview, students should present their own perspectives on the issue to the legislator, and provide evidence in support for their position.
2. Students may attend the NASW Social Action Workshop and Lobby Days scheduled for 4/15-4/16/12 in Sacramento. This assignment will give students a hands-on experience with the legislative process and social workers' involvement with it.
3. Students may attend a meeting of a local government entity, such as a city council meeting, county supervisor meeting, or other comparable meeting. Attendance at the entire meeting is required. Students should prepare for attendance by learning about one of the issues to be discussed.

Assignment #3: In Class Testimony (10% of total grade)

Students are to provide 5 minute testimony on a current policy issue of their choosing before the class. Students should assume the audience consists of members of a legislative committee who will be voting or deciding upon the issues. Students should submit a written statement of their testimony on the day of the presentation.

Assignment #4: Policy Action (25% of total grade)

The objective of this assignment is to apply the skills learned in class to a policy action. Small groups of students (3-6) will design and implement a policy intervention based on a policy analysis submitted by one of the group members. Policy actions might include: organizing an informational meeting for students and/or the community; preparing a policy memo and submitting it to a legislator; or lobbying a legislator in person. A 3-4 page report of the experience should be submitted.

Extra Credit Options

There are two options to receive extra credit. Students who attend Lobby Days will receive 2 ½ points of extra credit, and students who give testimony before a legislative body will receive 2 ½ points of extra credit. Verification of the experience is required to receive the extra credit. Students can choose either one of these extra credit options, but not both.

Assignments

| | |
|---------------------|------|
| Policy Analysis | 35% |
| Policy Experience | 20% |
| In Class Testimony | 10% |
| Policy Action | 25% |
| Class Participation | 10% |
| Total | 100% |

Grades

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

University Policies

Academic integrity

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

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have

submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

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

Course Outline
(Subject to change with fair notice)

Table 1 Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|---|
| 1 | 1/25/12 | <p>Introduction to the Course and to Social Policy Analysis Introductions; Review of syllabus; Discussion of readings and course assignments; Introduction to social welfare policy practice</p> |
| 2 | 2/1/12 | <p>History of Policy Practice Review of the historical context for policy practice in social work; The variety of social work roles in policy practice; The arenas for policy practice: Governmental, community, and agency settings; The ethical, analytic and political rationales for policy practice in social work.</p> <p>Readings Ehrenreich, B. (2011, October 24). Why homelessness is becoming an Occupy Wall Street issue. <i>Mother Jones</i>. Available from: http://motherjones.com/politics/2011/10/homelessness-occupy-wall-street Cummins, Byers, & Pedrick (2011). <i>Chapter 1: Defining policy practice in social work</i>. Cummins, Byers, & Pedrick (2011). <i>Chapter 2: History of policy practice in social work</i>. NASW (2008). <i>Code of Ethics</i>. Available from: http://www.naswdc.org/pubs/code/code.asp</p> |
| 3 | 2/8/12 | <p>Problem Analysis in Policy Practice The role of policy analysis in policy practice; Rigor in policy analysis; Aspects of policy analysis: problem analysis, policy choices, policy analysis; Models of policy analysis; The importance of understanding the social problem; The construction of social problems; Ideology and values underlying definitions of social problems; Techniques for social problem analysis.</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|-----------------|---|
| 3 cont. | 2/8/12 cont. | <p>Readings</p> <p>Lakoff, G. & Ferguson, S. (2006). <i>The framing of immigration</i>. Berkeley, CA: The Rockridge Institute. Available from: http://www.cognitivepolicyworks.com/resource-center/rethinking-immigration/the-framing-of-immigration/</p> <p>Bardach, E. (2005). Step one: Define the problem. In <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> (2nd ed.) (pp.1-15 ONLY). Washington, D.C.: CQ Press.</p> <p>Cummins, Byers, & Pedrick (2011). <i>Chapter 8: The Stages of policy making: Integrating knowledge and action</i>.</p> <p>Cummins, Byers, & Pedrick (2011). <i>Chapter 9: Social problem and policy analysis – An ethic of care approach</i>. ONLY: p.239 (bottom of page) through p. 247.</p> |
| 4 | 2/15/12 | <p>Social Policy Analysis: Understanding Policy Elements + Choices I</p> <p>Understanding the elements of policies: Mission and goals, Form of benefits; Eligibility, service delivery and organization, and financing; Exploring policy choices for mission and goals, and benefits and services.</p> <p>Readings</p> <p>Chambers & Wedel (2009). Chapter 2: <i>An overview of a style of policy analysis: A value-critical approach</i>. ALL: pp. 31-45.</p> <p>Gilbert, N. & Terrell, P. (2005). A framework for social welfare policy analysis. In <i>Dimensions of social welfare policy</i> (6th ed.) (pp.62-95). Boston, MA: Pearson Education, Inc.</p> |
| 5 | 2/22/12 | <p>Social Policy Analysis: Understanding Policy Elements + Choices II</p> <p>Exploring policy choices for eligibility, service delivery, and financing; Entitlement vs. eligibility rules; Types of administration and delivery mechanisms; The relationship between the economy and social welfare; The insurance principle; Reimbursement mechanisms; Mixing government, markets, and non-profits.</p> <p style="text-align: center;">***** Part 1 of Assignment 1 POLICY ANALYSIS due*****</p> |
| 6 | 2/29/12 | <p>Social Policy Analysis: Applying Criteria I (Equity, Adequacy, Efficiency)</p> <p>Applying specific criteria to policies; Values implicit in the selection of criteria; Commonly applied criteria in policy analysis; Understanding and applying concepts of equity, adequacy and efficiency to social welfare policies and programs.</p> <p>Readings</p> <p>Stone, D. (1997). Equity. In <i>The policy paradox: The art of political decision making</i> (pp. 39-60). New York, NY: W.W. Norton & Company.</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|--|
| | | Cummins, Byers, & Pedrick (2011). <i>Chapter 9: Social problem and policy analysis: An ethic of care approach</i> . Pp.226-239; 247-end. |
| 7 | 3/7/12 | <p>Social Policy Analysis: Applying Criteria II (Alternative Policy Analysis Criteria) Other criteria for analyzing policy: Primary principles of social justice and empowerment; Consumer sovereignty; Cultural competence and relevance; etc.</p> <p>Readings Bogenshneider, K. (2002). Is it time to take family policy seriously? In <i>Family policy matters: How policymaking affects families</i> (pp. 233-239; includes Appendix A). Mahweh, NJ: Lawrence Erlbaum Associates, Inc. Stone, D. (1992). Liberty. In <i>The policy paradox: The art of political decision making</i> (pp. 108-130). New York, NY: W.W. Norton & Company.</p> <p>***** Part 2 of Assignment 1 POLICY ANALYSIS due*****</p> |
| 8 | 3/14/12 | <p>Reporting Findings and Making Recommendations The importance of attempting objectivity and clarity in reporting; Presenting different perspectives; The anatomy of a policy proposal; Developing and weighing policy options; Making recommendations.</p> <p>Readings Jansson, B.S. (2008). Presenting and defending policy proposals. In <i>Becoming an effective policy advocate: From policy practice to social justice</i> (6th ed.) (29-336). Belmont, CA: Thomson Brooks/Cole. Garcia, N. P., Cole, P., & Reeves, S. (2011, December 7). <i>Faulty foundations in today's reverse mortgages</i>. Retrieved from Consumers Union website: www.consumersunion.org/pdf/reverse-mortgage-report-2010.pdf</p> |
| 9 | 3/21/12 | <p>Social Policy Advocacy: Strategy, and the Role of the Social Worker Models for political processes and advocacy; The practitioner's influence on policy; The ethical responsibility for policy advocacy; The importance of strategy; Social work values and ethics in the political arena.</p> <p>Readings Ekman, E. & Coleman, S. (2012): Social work in the campaign against predatory consumer financing: An interview with Shawna Reeves. <i>Journal of Progressive Human Services</i>, 23(1), 55-75. Cummins, Byers, & Pedrick (2011). <i>Chapter 3: The politics of policy practice</i>. Cummins, Byers, & Pedrick (2011). <i>Chapter 4: The forces that move and</i></p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|------------------|---|
| 9 cont. | 3/21/12 cont. | <p><i>shape policy.</i> Cummins, Byers, & Pedrick (2011). <i>Chapter 5: Ethics in policy practice.</i></p> <p>***** Part 3 of Assignment 1 POLICY ANALYSIS due*****</p> |
| 10 | 3/28/12 | <p style="text-align: center;">Spring Break</p> |
| 11 | 4/4/12 | <p>Social Policy Advocacy: Coalitions and Campaigns Agenda setting; Considering stakeholder perspectives; Developing and maintaining coalitions.</p> <p>Readings Chavez, C. (1966). <i>The organizer's tale.</i> Available from: http://www.socsci.uci.edu/ssarc/ss70c/webdocs/TheOrganizersTale.pdf Alinsky, S. D. (1971). <i>Chapter 1: The purpose.</i> Cummins, Byers, & Pedrick (2011). <i>Chapter 11: Building a coalition to create change.</i> Cummins, Byers, & Pedrick (2011). <i>Chapter 12: Campaigns.</i></p> |
| 12 | 4/11/12 | <p>Social Policy Advocacy: Using the Legislative Process for Change Review of federal state and local government structures and processes; Understanding and using the legislative process; The role of political action committees; Lobbying; Understanding political realities in order to advocate effectively and ethically; Power in the political arena; Negotiation, compromise and collaboration as political strategies.</p> <p>Readings Jones, M.M. & Bayer, R. (2007). Paternalism and its discontents. <i>American Journal of Public Health</i>, 97(2), 208-217. Cummins, Byers, & Pedrick (2011). <i>Chapter 10: The legislative process, interest groups, and lobbying.</i></p> |

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| 13 | 4/18/12 | <p>Social Policy Advocacy: Influencing through Writing and Testimony; Protests, Social Action, and the Media Giving legislative testimony; Writing letters and editorials; Use of the internet in social work advocacy; The history of protest movements and social welfare; Pros and cons of confrontational social actions; Strategies and considerations.</p> <p>Readings Gladwell, M. (2010, October). Small change: Why the revolution will not be tweeted. <i>The New Yorker</i>, 86(30), 42. Brecher, J., & Smith, B. (2010, October 8). Is social networking useless for social change? A response to The New Yorker's Malcolm Gladwell. <i>AlterNet</i>. Available from: http://www.alternet.org/media/148450/is_social_networking_useless_for_social_change_a_response_to_the_new_yorker%2527s_malcolm_gladwell/ Letter from Prescott Cole to Senator Claire McCaskill (Dec. 12, 2007). Available from: http://aging.senate.gov/events/hr185pc.pdf Cummins, Byers, & Pedrick (2011). <i>Chapter 7: The media and public opinion in policy practice</i>.</p> <p style="text-align: center;">***** Assignment 2 POLICY EXPERIENCE due *****</p> |
| 14 | 4/25/12 | <p>Social Policy Advocacy: Implementation and Evaluation The role of implementation and evaluation in policy; Challenges in implementation and evaluation; Using data and evidence for evaluation.</p> <p>Readings <i>Foster care: An update on recent reforms</i>. Joint Information Hearing, Assembly Committee on Human Services, Assembly Committee on Foster Care (2006). (Testimony of Jennifer Rodriguez, California Youth Connection). Frattonoli, S. & Teret, S.P. (2006). Understanding and informing policy implementation: A case-study of the domestic violence provisions of the Maryland Gun Violence Act. <i>Evaluation Review</i>, 30(3), 347-360. Cummins, Byers, & Pedrick (2012). <i>Chapter 13: Evaluating policy implementation and outcomes</i>.</p> |
| 15 | 5/2/12 | <p>In-Class Testimony</p> <p style="text-align: center;">***** Assignment 3 IN-CLASS TESTIMONY due *****</p> |

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| 16 | 5/9/12 | <p>Course Summary Report out of policy actions; Course evaluations; Course summary.</p> <p>Readings Mercer, J. (2010, July/August). In Praise of Dissent. <i>Ode Magazine</i>. Available from: http://www.odemagazine.com/doc/71/in-praise-of-dissent/all</p> <p>Cummins, Byers, & Pedrick (2012). <i>Chapter 6: Entering the policy practice arena</i>.</p> <p>Cummins, Byers, & Pedrick (2012). <i>Chapter 14: A vision for political empowerment</i>.</p> <p style="text-align: center;">***** Assignment 4 POLICY ACTION due *****</p> |
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HAVE A WONDERFUL SUMMER

BIBLIOGRAPHY

- Alinsky, S. D. (1971). *Rules for radicals: A pragmatic primer for realistic radicals*. New York, NY: Vintage Books.
- Blau, J. (2004). *The dynamics of social welfare policy*. New York, NY: Oxford University Press.
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- Flynn, J.P. (1992). *Social agency policy: Analysis and presentation for community practice* (2nd ed.). Chicago, IL: Nelson-Hall Publishers.
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- Hick, S.L. & McNutt, J.G. (2002). *Advocacy, activism and the internet*. Chicago, IL: Lyceum Books.
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- Rochefort, D.A. (1997). *From poorhouses to homelessness: Policy analysis and mental health care* (2nd ed.). Westport, CT: Auburn House.
- Stone, D. (2002). *The policy paradox: The art of political decision making*. New York, NY: Norton and Company.
- Walker, W.O. III (Ed.) (1992). *Drug control policy: Essays in historical and comparative perspectives*. University Park, PA: The Pennsylvania University Press.

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

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” [Refer to this Academic Policy website:](http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm)
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) (<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](http://www.sjsu.edu/police) at: <http://www.sjsu.edu/police>