

San José State University
School of Social Work
SCWK 170, Introduction to Research Methods, Section 2 (20861)
Spring 2012

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Office Hours:	Wednesdays 1 to 3 PM and Fridays 3 to 5 PM, or by appointment
Class Days/Time:	Wednesdays 3 to 5:45 PM
Classroom:	MH 322
Prerequisites:	ScWk 110, 120, 130
Pre/Corequisite	STAT 95

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on both my faculty web page at: <http://www.sjsu.edu/people/fred.prochaska> or at Dr. Sang Lee's [faculty web page](http://www.sjsu.edu/people/sang.lee) at <http://www.sjsu.edu/people/sang.lee>. These are also accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor). For password protected documents, use: socialwork

Catalog Description

Scientific and analytic approaches to building knowledge for social work practice, including ethical issues in social work research. Includes the evaluation of service delivery systems using qualitative and quantitative research methodologies (Prerequisites: SCWK110, 120, 130; Pre/Corequisite: STAT 95).

Course Description

This course acquaints students with the scientific methods in social research in the human service professions. This is accomplished through lectures and experiential learning in developing a research proposal that acquaints students with knowledge and techniques of problem formulation, research design, sampling, measurement, data collection, analysis, and interpretation as well as ethical issues and standards in carrying out research.

Through the actual writing of a research proposal, students deepen their understanding of and appreciation for scientific methods while increasing their ability to comprehend and critically appraise research design and results. This course also acquaints students with the application of scientific methods to improve one's own practice effectiveness.

Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

- PO 2. *Apply social work ethical principles to guide professional practice*
- PO 3. *Apply critical thinking to inform and communicate professional judgments*
- PO 5. *Advance human rights and social and economic justice*
- PO 6. *Engage in research informed practice and practice informed research*
- PO10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

Upon completion of ScWk 170 students will be able to:

1. Demonstrate commitment to the values of a critical, objective, and scientific approach to social work practice and understanding general process of social work research. Program Objective: 6(b) (Research informed practice); 10(d) (Evaluation)
2. Demonstrate understanding of using research methods to inform and evaluate social work practice. Program Objective: 6(b) (Research informed practice); 10(d) (Evaluation)
3. Demonstrate the ability to critically appraise, integrate and apply evidence-based knowledge including published research articles and reports. Program Objective: 3(a) (Critical thinking)
4. Demonstrate skills in using the library as a research tool. Program Objective: 3(b) (Critical thinking)
5. Demonstrate beginning knowledge and skills in appraising one's own practice effectiveness. Program Objective: 3(b) (Critical thinking); 10(d) (Evaluation)
6. Demonstrate the ability to critically evaluate the effectiveness of particular research methods for special populations and populations at risk including, cultural and ethnic minorities, women, gays and lesbians and the disenfranchised and other marginalized groups. Program Objective: 3(b) (Critical thinking); 5(a) (Social and economic justice)
7. Demonstrate an understanding of social work values and ethics as they pertain to research process. Program Objective: 2(b, d) (Ethical principles)
8. Demonstrate understanding of ethnical decision making methods in research process and the capacity to apply them. Program Objective: 2(d) (Ethical principles)
9. Demonstrate effective professional, oral and written communication skills in understanding general process of social work research and application to real social problems. Program Objective: Program Objective: 3(c) (Critical thinking)

Required Texts/Readings:

Textbook

Rubin, A. & Babbie, E. (2011). *Essential Research Methods for Social Work* (3rd ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association. (*Note: Make sure that you use "Second printing: August 2009" of this book, which corrected errors in the first printing.*)

* The textbooks are available at the [SJSU Spartan Bookstore \(www.spartanbookstore.com\)](http://www.spartanbookstore.com) and via other sources

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is Teresa Slobuski 408.808.2318 or Teresa.Slobuski@sjsu.edu.

Classroom Protocol

- 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 (in week 13, 14 or 15) with the instructor to discuss their research proposal. Exact date and time for meeting 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>
- The BASW is a professional degree and appropriate professional behavior expected. Chronic tardiness, more than one unexcused absence, and/or disruptive behavior (including the use of laptops for other than class-related activities, texting during the class) will be reflected in the participation grade. Class attendance will be usually taken and recorded during the first part of class sessions. Timely communication with the instructor is expected. All class time is valuable, and if a student needs to leave due to illness or emergency, the instructor expects to be informed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](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.

Assignments and Grading Policy: Your grade in this course will be based on your two written assignments, presentation, debate exercise and participation as follows:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Written assignment #1: Problem statement	20	SLO: 2, 3, 4, 6
Written assignment #2: Methodology	25	SLO: 2, 4, 5, 6, 7, 8
Oral presentation	10	SLO: 9
Exam 1	15	SLO: 1, 2, 5, 7, 8
Exam 2	15	SLO: 1, 2, 5, 7, 8
Class Participation	15	SLO: 9

Penalty for Late Work

Late submission will result in deduction in points and delayed review. If you submit an assignment after the due date and time without discussing with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 20 points, 2.0 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 48 hours prior to the time the assignment is due.

Notes about Written Assignments

All students are expected to complete two written assignments, Problem statement and Methodology. The written assignments can be the results of individual work OR the joint effects of two students. If students decide to complete the written assignments as a group, it is expected that all group members will contribute *equally* to the success of the project. Each student must fill out the **Peer Evaluation Form** and *submit it along with each assignment*. The form is available in [Appendix A](#) of the syllabus as well as in the instructor's faculty webpage. Students must submit their papers in hard copy format only. Be sure that the paper is written in MS word format and submitted at the beginning of the due date class session.

Problem statement

- Due on **2/29**, **four pages in max**, 20 points
- Use a reference list of at least five peer-reviewed articles (preferably published in the past five years). You can use books and the Encyclopedia of Social Work additionally.
- See Appendix B for detailed guidelines.

Methodology

- Due on **5/16**, **five pages in max**, 25 points
- See Appendix C for detailed guidelines.

Oral presentation

- **5/9**, 10 points
- You will need to prepare an oral presentation of your research proposal. The presentation will be a summary of what you have worked on – your research problem/question (what you intend to study), significance of your study (why this study is of value), and each component of method (how you plan to conduct the study).
- The presentation is arranged to be 10-minute long. *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.
- See Appendix D for a grading sheet of oral presentation

In-class Exams

- Exam 1 (**3/21**, 15 points) & Exam 2 (**5/9**, 15 points)
- The exams will include multiple-choice and/or T/F questions. There will be *no makeup exams*. If a student has a written medical excuse for missing an exam, the percentage earned on the final paper will be substituted for the missed exam. If a student does not have a written medical excuse, the student will receive a zero for the missed exam.

Class Participation: Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. 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 expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. Also see “Classroom Protocol” in pages 3-4 for classroom expectations.

APA Format and Writing Requirements: All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times New Roman) 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. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules. 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.

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.

Grading

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

Percentage	Grade
97-100%	A +
93-96%	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 -
Below 60%	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](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

University Resources

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](#) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](#) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The [Peer Mentor Center website](#) is located at <http://www.sjsu.edu/muse/peermentor/>

Course Number / Title, Semester, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class and/or via email announcement.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25	<ul style="list-style-type: none"> - Administrative issues (e.g. enrollment, eligibility) - Overview of the course - Introduction of SSW transcultural perspective - <i>Research group formation</i>
2	2/1	<ul style="list-style-type: none"> - Why social workers should learn research methods? <ul style="list-style-type: none"> ▪ Parallel between research and practice - Ethical issues in social work research <ul style="list-style-type: none"> ▪ Guidelines and norms ▪ Weighing costs and benefits ▪ Ethical issues vs. political issues - Reading: Rubin & Babbie (2011), Chapter 1, 2, & 16
3	2/8	<ul style="list-style-type: none"> - Overview of research process - Identifying research problems and formulating research questions research - How to locate journal articles and online resources for social work research - Reading: Rubin & Babbie (2011), Chapter 4
4-5	2/15 & 2/22	<ul style="list-style-type: none"> - How to review the literature - Factors influencing research process - Important terms: variable, relationship, hypothesis, independent variable, and dependent variable - Types of relationship between variables - Reading: Rubin & Babbie (2011), Chapter 4, 5, & 6
6	2/29	<ul style="list-style-type: none"> - Measurement <ul style="list-style-type: none"> ▪ Ways of measuring: Operational definition, techniques of measuring, influence of operational definition ▪ Evaluating measures: reliability and validity ▪ Errors in measurement: random and systemic - Reading: Rubin & Babbie (2011), Chapter 7 * <i>DUE: Problem Statement Assignment & Peer evaluation (if appl)</i>
7	3/7	<ul style="list-style-type: none"> -Sampling <ul style="list-style-type: none"> ▪ Probability sampling ▪ Nonprobability sampling ▪ Determining sample size ▪ Sensitivity to diversity in sampling - Reading: Rubin & Babbie (2011), Chapter 10
8	3/14	<ul style="list-style-type: none"> - Survey research designs and data collection method <ul style="list-style-type: none"> ▪ Designing questionnaire

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> ▪ Methods of administering survey research(self-administered questionnaire, interview, telephone and online survey) ▪ Comparisons of different survey methods ▪ Criteria for choosing different data collection method ▪ Survey research with ethnic minority population - Reading: Rubin & Babbie (2011), Chapter 8 & 9
9	3/21	- Exam 1 (topics covered from week 2 through 7)
10	3/28	No Class: Spring Break
11	4/4	- Experimental designs <ul style="list-style-type: none"> ▪ Causal inference ▪ Internal validity and threats ▪ Experimental designs: Pre-experimental, experimental, quasi-experimental designs ▪ External validity - Reading: Rubin & Babbie (2011), Chapter 11 (- Mid-Term Course Evaluation)
12	4/11	- Single-case designs <ul style="list-style-type: none"> ▪ Use of SCD in social work ▪ Requirements for single -case design: identifying target problem, data gathering, quantification, obtaining baseline, graphic display of data ▪ Single-case designs: AB, ABAB, multiple-components ▪ Data analysis - Reading: Rubin & Babbie (2011), Chapter 12 *Sign-up for consultation date & time
13	4/18	- Contrasting mode of inquiry: Qualitative research <ul style="list-style-type: none"> ▪ What is it? When and how should we do it? ▪ Conducting qualitative research: sampling, data collection, recording ▪ Strengths and weakness of qualitative research ▪ Mixed methodology - Reading: Rubin & Babbie (2011), Chapter 3 & 14 - Research group meeting with the instructor
14	4/25	- Research group meeting with the instructor
15	5/2	- Exam 2 (Topics covered from week 8 through 13) - Research group meeting with the instructor
16	5/9	- Oral Presentations (- Course Evaluation)
Finals week	5/16	- No class *DUE: Assignment #2 by Wednesday 3pm, May 16th at instructors mailbox in SJSU Social Work Department Office in WSQ 215

Appendix A

SCWK 170 PEER EVALUATION SHEET

Assignment: _____

Your name: _____

Your partner's name: _____

Read each statement carefully and assess your partner on his/her participation in the preparation process. Using the following rating scale, write down the number that most represents your assessment:

- 1 = Not at all
- 2 = Not much
- 3 = Somewhat
- 4 = Mostly
- 5 = Completely

Statements	Rating
Collaboration/Teamwork	
- My partner asked me for ideas and suggestions	
- My partner listened to and considered my thoughts and ideas	
- My partner communicated changed or problems.	
- My partner contributed positively to group discussions	
- My partner worked well with other group members.	
Positive attitude/Commitment to the task	
- My partner offered suggestions, opinions, and information willingly.	
- My partner supported my ideas, even if not in total agreement.	
- My partner treated me with respect and understanding.	
Work-sharing/Equity	
- My partner took on an adequate amount of work and a fair share of responsibility.	
- My partner participated in the entire preparation process.	
- My partner completed work on time or made alternative arrangements.	

2. Provide any comments and thoughts you have about working with your partner.

*****Complete this form and turn it in after each group assignment *****

Appendix B

Guidelines for Assignment #1: Problem Statement

- **Total 20 points**

- **Answer the following in four pages (not including title and reference pages)**

1. State your research question(s). **(5 points)**
2. Describe background of your research question(s). **(10 points)**
 - a. You must use literature review for this section including description of what has been found & what remains to be studied (gaps in prior research).
 - b. (More) importantly, using literature review you need to argue the need for studying your research question - e.g., how your proposed research questions(s) fill the gaps identified above; how your study will contribute social work practice and research

Following will be also considered in grading:

Writing (2 points)

- Language Use
 - Clear, direct style, precision and clarity
 - Variety of sentence patterns used correctly
 - Words appropriate to tone and meaning/ avoidance of slang, trite, informal language
 - Avoid excessive direct quotation/ avoid “dropped-in” quotes
- Paragraph Integrity
 - Introduction functions appropriately
 - Each paragraph has a focused topic sentence and clear purpose (refer to content)
 - Paragraphs are organized, unified and adequately developed
 - Transitions used to establish coherent flow of ideas
 - Logical, coherent structure is evident
- Mechanical Accuracy
 - Punctuation generally correct/capitalization correct
 - Grammatical accuracy/spelling conventions observed
 - Careful editing (minimal typographical errors)/ manuscript rules observed (i.e., font, font size, margins)

Citation & References (3 points)

- Cite appropriate sources
- Citation format observed/ reference format observed

Appendix C

Guidelines for Assignment #2: Methodology

- Total 25 points

- Answer the following in five pages (not including title page, reference page(s) and appendix)

- a. **State your REVISED research question:**
- b. **Research Design & Data Collection (5 points):** Describe the following:
 - a) The specific type of research design you will use to study your research question (e.g., experimental design, quasi-experimental design, survey, etc.). Discuss the rationale of chosen design.
 - b) Time-dimension of your study (cross sectional or longitudinal).
 - c) How you will collect the data (e.g., interview, self-administered questionnaire, observation, or any other combination). Discuss the rationale of chosen data collection method(s). The description should include detailed procedure and context of data collection (e.g., how, when, where).
- c. **Sample (5points):** Describe the following
 - a) The target population (who will be studied)
 - b) Sampling technique(s) (how you will recruit people from the target population identified)
 - c) The rationale of the sampling method chosen, recruitment procedures, and sample size.
 - d) Any special consideration including ways to insure protection of subject (e.g., anonymity, confidentiality).
- d. **Measurement (5 points):**
 - a) Clearly identify dependent and independent variables of your study.
 - b) For each variable identified, describe how they will be operationalized and measured (e.g., what indicator you will use to measure them).
 - c) Include a questionnaire (=actual questions to be asked) and/or observation protocol as an appendix.
- e. **Limitation (5 points):**

In research proposal, it is important to show that you are aware of some of the weakness, (but that *they do not detract from the general merit of your study*). Describe some potential limitations of your study in relation to any of the following:

- Problems with sampling (e.g., possible sampling bias)
- Ethical considerations in research design and data collection method (e.g., how the research design has been modified in consideration of potential harm to research participants or other potential violation of ethical issues in research)
- Reliability and validity of instruments
- Internal validity of the design, with description of some threats to internal validity
- External validity (generalizability) of study

Following will be also considered in grading:

Writing, Citation and References (5 points)

- Language Use
 - Clear, direct style, precision and clarity
 - Variety of sentence patterns used correctly
 - Words appropriate to tone and meaning/ avoidance of slang, trite, informal language
 - Avoid excessive direct quotation/ avoid “dropped-in” quotes
- Paragraph Integrity
 - Introduction functions appropriately
 - Each paragraph has a focused topic sentence and clear purpose (refer to content)
 - Paragraphs are organized, unified and adequately developed
 - Transitions used to establish coherent flow of ideas
 - Logical, coherent structure is evident
- Mechanical Accuracy
 - Punctuation generally correct/capitalization correct
 - Grammatical accuracy/spelling conventions observed
 - Careful editing (minimal typographical errors)/ manuscript rules observed (i.e., font, font size, margins)
- Citation & References
 - Cite appropriate sources
 - Citation format observed/ reference format observed

Appendix D

SCWK 170 EVALUATION OF STUDENT PRESENTATION

STUDENT NAME(S):

A. Contents (5 points)

1. Contents appropriate to class? Contents too broad? If yes, suggestions for focused contents:
2. Carefully thought-out: Student put effort into gathering, selecting, understanding information on the topic
3. Information appeared accurate/appropriate/fairly complete for a preliminary presentation
4. Main ideas explored from different angles
5. Complexity of issues examined in ideas

B. Organization (2 points)

1. Presentation had a beginning, middle and end (intro/background; main topic; conclusions/implications)
2. Imbalance in beginning, middle and end (the middle should be the longest).
3. Any points out of the logical order?

C. Delivery (3 points)

1. Voice: volume okay? Speed okay?
2. Voice: used inflection (avoid tendency to monotone)
3. Time: within time limit? Allotted time overused or underused?
4. Body language: Frequent eye contact with audience?
5. Any distracting body or language mannerisms? (like “uh” between sentences)
6. Visual aids: Clear? Simple? Few words/figures. Formatting not distracting (no unnecessary gizmos, no distracting background designs)
7. Visual aids: point of aid obviously linked to talk; Used when they would help presentation? Omitted when they would add nothing to presentation?

CONTENT	/5
ORGANIZATION	/2
DELIVERY	/3
TOTAL	/10

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>