

**San José State University**  
**School of Social Work**  
**Social Work 111: Generalist Practice I**

**Course Code: 41987 Section 01**  
**Fall 2014**

<b>Instructor:</b>	Fred Prochaska, Ph.D., M.P.H., M.S.W.
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<b>Office Hours:</b>	Mondays 4:00 to 5:30 PM in office & after class in SH 345
<b>Class Days/Time:</b>	Mondays 6:00 to 8:45 PM (8/25/14 to 12/8/14)
<b>Classroom:</b>	345 Sweeney Hall
<b>Prerequisites:</b>	ScWk 110, ScWk 120, ScWk 130, & ScWk 140
<b>Corequisite:</b>	ScWk 141

***Canvas Messaging***

Copies of the course materials such as the syllabus, major assignments, handouts, etc. may be found on San Jose State's online learning management system **Canvas**. Please log-in to the following link and your SJSUOne account information to login.

**Login URL:** <https://sjsu.instructure.com>

***Catalog Description***

Knowledge, values, and skills for generalist social work practice using problem-solving methods focus on development of professional relationships, defining issues, collecting data, and assessing individuals and families from diverse backgrounds with their environments (3 units). This course is open to Social Work majors only.

***Course Description***

Generalist Practice I is the second course among three required courses in the social work practice sequence. This course is grounded in the liberal arts and the person and environment construct. The course introduces a conceptual framework for generalist practice and uses a range of prevention and intervention methods with systems of smaller sizes (individuals and families) within a transcultural perspective.

Emphasis will be placed on the importance of identifying social work as a profession, applying ethical principles and critical thinking in practice, incorporating diversity in their practice and advocating for human rights and social and economic justice. Students will recognize, support, and build on the strengths and resiliency of all human beings. They will also engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The field experience takes place concurrently with the course and fieldwork experience will be integrated into the class learning process.

(Prereq: ScWk 110, ScWk 120, ScWk 130, ScWk 140. Coreq: ScWk 141.)

## **Course Competencies and Practice Behaviors (Student Learning Objectives)**

### ***Core Competencies***

The following Competencies are realized through this course:

1. *Identify as a professional social worker and conduct oneself accordingly*
2. *Apply social work ethical principles to guide professional practice*
3. *Apply critical thinking to inform and communicate professional judgments*
4. *Engage diversity and difference in practice*
6. *Engage in research informed practice and practice informed research*
10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

### ***Students Learning Objectives (SLOs) and Practice Behaviors for Competencies***

Upon completion of ScWk 111 students will be able to:

1. Demonstrate an ability to practice personal reflection and self-awareness as well as professional boundaries to ensure continual professional development as a generalist practitioner.  
PB1(b, c) (Self-awareness)
2. Demonstrate the knowledge gained of critical self-awareness to eliminate the influence of personal biases and values in working with diverse population.  
PB 1(d) (Self-awareness), 4(b, c) (Diversity)
3. Demonstrate knowledge of ethical decision-making methods by applying standards of the National Association of Social Workers Code of Ethics and understanding ambiguity in resolving ethical conflicts, and apply strategies of ethical reasoning to arrive at principled decisions.  
PB 2(a, b, c, d) (Ethical Principles)

4. Demonstrate the knowledge of various resources and critical thinking in making practice decisions at every phase of social work practice, advocate for clients' access to social services, and utilize various social work models and conceptual frameworks to guide the processes of assessment and intervention.  
PB 1(a) (Self-awareness), 3(a, b) (Critical thinking); 7(a) (Theoretical framework); 10 (b-b,d) (assessment) (c-b)(intervention)
5. Demonstrate a beginning capacity to use knowledge of how to consult and utilize research evidence to inform practice.  
PB 6(b) (Researched Informed Practice)
6. Demonstrate an ability to engage when working with individuals and families and conduct assessment and intervention planning using professional social work skills such as empathy, interpersonal skills and with transcultural perspectives.  
PB 10 (a-a,b) (Engagement), 10 (b-a) (Assessment), 10 (c-b) (Intervention)
7. Be familiar with various phases of the problem-solving process by critically applying knowledge of the person-in-environment perspectives and demonstrate effective oral and written communication skills working with individuals and families.  
PB 3(c) (Communication skills), 7(b) (Theoretical framework- critique and apply)
8. Understand various types of family, Family Systems concepts and the basic components of structural family therapy as a selected model.  
PB 3(a) (Critical thinking)

### ***Required Texts/Readings***

#### **Textbook**

Johnson, L. & Yanca, S. (2010). *Social work practice: A generalist approach* (10<sup>th</sup> ed.). Boston: Allyn and Bacon

All other assigned readings are available on the Canvas course webpage of the instructor.

#### ***Supplemental Reading:***

DuBois, B. & Miley, K. K. (2011). *Social work: An empowering profession* (7<sup>th</sup> Ed.). Allyn and Bacon. (ScWk 110 textbook)

#### ***Library Liaison (Optional)***

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Teresa Slobuski, [Teresa.Slobuski@sjsu.edu](mailto:Teresa.Slobuski@sjsu.edu) or 408-808-2318.

## ***Classroom Protocol***

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices.

Class attendance will be usually taken and recorded during the first part of each class session. Timely communication with the instructor is expected. All class time is valuable, and if a student needs to miss a class, be late, or leave due to illness or emergency, the instructor expects to be informed prior to the start of each class session.

## ***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/](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 presentations, written work, tests and participation as follows:

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Course Student Learning Objective/Competency (SLO)</b>
Field Agency Presentation	10	9/22/14	SLO: 1, 7
Examination # 1	20	10/13/14	SLO; 1, 2, 3, 4
Generalist Social Work Issues Group Presentation (SW model presentation)	20	11/3/14	SLO: 4,5, 6, 7
Examination # 2	10	11/24/14	SLO:6, 8
Case Assessment and Intervention paper (Case Study Paper)	25	12/8/14	SLO: 2, 3, 4, 5, 6, 7, 8
Class Participation	15	All Sem.	SLO: 1, 2, 3, 4, 5, 6, 7, 8

## **Penalty for Late Work**

All assignments will be turned at the start of class by the due date. Assignments turned in after the due date without the instructor's permission will be subject to an automatic 10% deduction. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

**Assignment 1: Field Practicum Orientation** (Due: September 22)

You should submit a one-page written paper pertaining to the following items. You will submit prior to the September 22 deadline:

- Name of Agency/Organization.
- A brief history of your agency.
- Accessibility assessment: physical barriers (transportation etc)/language spoken/written/cost of services/hours
- Agency's mission statement: Value systems underlie the services to users.
- Governance/funding: organizational structure/funding sources.
- Community connection
- Your role within the agency and the population you will work with.
- Your strengths and how these strengths will help you as a social work intern.
- What are your concerns working with the population at the agency

**Assignment 2: Generalist Social Work Issues Group Presentation** (In-Class: Oct. 23)

You will choose a model from Chapter 16 “Models and Good Practice in Generalist Social Work Practice” of the text book. These are cognitive theory, Behavior theory, Cognitive-Behavior theory, Crisis intervention, Strengths-based Approach & Case management. Based on your choice, you will be randomly assigned in a small group (4 to 5 members per group) to present the model in Week 10 that addresses the following 1, 2, and 3:

1. Brief description of the model (e.g., overview of the model).
2. Brief review of the literature relevant to the model your group chooses and presentation of your understanding about the model. Each group member should introduce one peer-reviewed journal article during the presentation. [For example, if you have three group members, during the presentation your group should present three peer-reviewed articles.]
3. Demonstration of your group's understanding of this model – this should be done by using critical thinking, your group should show a brief role play, or develop a skit to demonstrate how the model might play out in practice.

On the day of the presentation, the use of handouts or overheads is not required, but your group should consider the best ways to convey information to the class. The hard copy of the peer-reviewed journal article should be submitted to the instructor.

The class will evaluate your presentation and the rating will be considered when grading your group's presentation. Each group member will also evaluate other members' contribution to the group. The presentation should not be more than 20 minutes. Students will work collaboratively on the presentation, but grades will be assigned individually.

**Assignment 3: Case Assessment and Intervention Paper** (Due: December 8)

This five to seven page assignment has the following goals:

- 1) To help you practice “hearing” the client’s perspective on her/his situation as part of making your initial contextual assessment;
- 2) To explore empathetic appreciation of the client’s perspective by observing and examining the influence of diversity; and
- 3) To practice critical thinking and to integrate the use of literature in helping your client
- 4) Develop mutually agreed-on intervention goals and objectives with your client(s);
- 5) Demonstrate effective written communication in working your individual or family;
- 6) Use research evidence to inform practice, and demonstrate the ability to apply research evidence to the case being examined; and
- 7) Critically analyze, monitor, and evaluate an intervention.

Your paper should include:

1. Description of your client including some of the following items (if available):

- Family background
- Social support network
- Physical environment (housing situation, financial stability, transportation resources, neighborhood).
- Important life events (situation and client's response to deaths of significant others, serious losses or traumas, significant life achievements, other events).
- Prior contacts with helping agencies

2. Your assessment of the current situation\*

- Behavioral description
- Client’s strengths and personal attributes that hold promise
- Problem area that will need attention or are potential obstacles

\*Using assessment tools such as a Genogram, EcoMap, Mental Status Exam, or your agency’s assessment form is highly recommended.

3. Intervention plan (goals and objectives)

- What are you think should be done/ key answerable questions
- What is realistic to expect you and the client to do
- Availability of known resources
- What remains to be done – your recommendations

3-1. Intervention actions to date for those who have been having an on-going case

- *What the client and you have tried and/or completed*
- *Reasons for your choice of treatment modalities/evidence-base*
- *Use of outside resources, including collaboration with other professionals or natural helpers*

4. Use of self/counter-transference issues

- Your responses or feelings toward the client
- Your areas of strength in working with this client
- Your areas of discomfort or gaps in knowledge that make it difficult for you to help this client
- Sources of help or support for you.

5. Review of literature:

You should include **at least 3 peer-reviewed journal articles** to articulate and support your paper (e.g., references to support the identified needs, to support your recommendations, to describe the intervention plan, or to articulate your “use of self”)

**Exams** (Scheduled for October 6, and November 24)

The first exam will cover all class material (i.e., from lectures, class discussions videos, and required readings) up to Week 6. The second exam will cover all class material from Week 7 to Week 13. These exams will include any or all of the following: multiple choice, short-answer questions, and essay questions. The exams are closed book and closed notes, but a study guide will be distributed in class one to two weeks prior to each exam.

**Class Participation:**

Students will be assessed on the frequency, punctuality, 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. Social work is a verbal profession, thus being verbally involved in class discussions, activities, and your ability to share how your personal learning experience is evolving will be evaluated. You should respect the instructor and your colleagues. Electronic devices (e.g., cell phone, laptop etc.) will only be allowed for class-related activities during the lecture. Violation of this will result in missing the participation points.

## 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 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. APA and writing resource materials will be posted on the course Canvas site.

## Grading

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

Percentage	Grade	Percentage	Grade
97-100%	A +	73-76%	C
93-96%	A	70-72%	C -
90-92%	A -	67-69%	D +
87-89%	B +	63-66%	D
83-86%	B	60-62%	D -
80-82%	B -	Below 60%	F
77-79%	C +		

## 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](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 Accessible Education Center at <http://www.aec.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 at <http://www.sjsu.edu/at/asc/> located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

### **SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **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/>.

## ScWk 111. FALL 2014 -- TOPIC OUTLINE and ASSIGNMENTS

*This schedule is subject to change with fair notice. I will announce any changes in class.*

Week/ Session	Date	Topics, Readings, Assignments, Deadlines
1	8/25/14	<p><b>Introduction and Course Overview</b></p> <ul style="list-style-type: none"> <li>- Discussion of syllabus: course, reading assignments, and class policy</li> <li>- The transcultural perspective and connection to the course</li> <li>- Review of generalist social work practice and the use of knowledge, values, and skills in a helping process (ScWk 110)</li> </ul> <p>Reading: Review of ScWk 110 Textbook</p>
2	9/1/14	<b><i>Labor Day – Campus Closed (No Class)</i></b>
3	9/8/14	<p><b>Introduction to Generalist Social Work Practice I</b> <b><i>PB 1(a, b, c, d) (Self-awareness)</i></b></p> <ul style="list-style-type: none"> <li>- Social work as a profession</li> <li>- Social work as a creative blending of knowledge, values, and skills</li> <li>- Understand “person-in-environment”</li> <li>- The strengths perspective and its relationship to the change process</li> <li>- Brief introduction to models and good practices in generalist social work practice</li> </ul> <p>Reading: Johnson &amp; Yanca, Chapter 1 &amp; 2 (pp.17-26)</p>
4	9/15/14	<p><b>Introduction to Generalist Social Work Practice II</b> <b><i>PB 4(a, b, c)(Diversity)</i></b></p> <ul style="list-style-type: none"> <li>- Understanding diverse cultural backgrounds of the clients</li> <li>- Social work skills to work with diverse population</li> <li>- The transactional nature of living in a society of racial and cultural diversity</li> </ul> <p>Reading: Reading: Johnson &amp; Yanca, Chapter 3 &amp; 6 (pp.125-134)</p>
5	9/22/14	<p><b>Introduction to Generalist Social Work Practice III</b> <b><i>PB 1(d) (Self-awareness), 3(a)(Critical Thinking)</i></b></p> <ul style="list-style-type: none"> <li>- Social work as a change process</li> <li>- The blending of cognitive and interactive aspects of practice</li> </ul> <p>Reading: Johnson &amp; Yanca, Chapter 2 (pp.27-35) &amp; 5</p> <p><b>FIELD PRACTICUM AGENCY: STUDENT PRESENTATIONS</b></p>

Week/ Session	Date	Topics, Readings, Assignments, Deadlines
6	9/29/14	<p><b>Ethics and Values in Social Work Practice</b>  <b><i>PB 2(a-d) (Ethical Principles)</i></b></p> <ul style="list-style-type: none"> <li>- Social work values and ethics – NASW Code of Ethics  Confidentiality and Professional boundaries and dual relationships</li> </ul> <p>Reading: Johnson &amp; Yanca, Chapter 4  Code of Ethics of the National Association of Social Workers</p>
7	10/6/14	<p><b>Assessment</b>  <b><i>PB 3(a, b)(Critical Thinking), 7(a, b)(Theoretical framework),10(b)(Assessment)</i></b></p> <ul style="list-style-type: none"> <li>- Various tools for assessment</li> <li>- Importance of critical thinking skills in assessment  Person-in-environment perspective and strengths perspective in assessment</li> <li>- Multidimensional assessment: Brief introduction to DSM-IV TR</li> </ul> <p>Reading: Johnson &amp; Yanca, Chapter 8</p>
8	10/13/14	<p><b>EXAM #1</b></p> <p><u>After Exam:</u> Generalist Social Work Issues Group Presentation Preparation</p>
9	10/20/14	<p><b>Interview Skills</b>  <b><i>PB 3(c)(Critical Thinking), 10(a)(Engagement)</i></b></p> <ul style="list-style-type: none"> <li>• Essential Interview Skills</li> <li>• Practice exercise in developing one’s response style</li> </ul> <p>Reading: Johnson &amp; Yanca, Chapter 7  Krishna Samantrai (1996) Interviewing in Health and Human Services:  Chapter 1 and Chapter 2 (on my faculty webpage)</p>
10	10/27/14	<p><b>Planning and Implementation</b>  <b><i>PB10(b)(Assessment), 7(a, b)(Theoretical framework), 10(b)(assessment),(c-b)(Intervention)</i></b></p> <ul style="list-style-type: none"> <li>• Planning based on the assessment from the person-in-environment approach: micro/mezzo/macro/diversity/strengths</li> <li>• Components of a Plan: Goals and Objectives</li> </ul> <p>Reading: Johnson &amp; Yanca, Chapter 9</p> <p><u>Debriefing: “Generalist Social Work Issues Group Presentations” – Overview of each model</u></p>

<b>Week/ Session</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
<b>11</b>	11/3/14	<b>GENERALIST SOCIALWORK ISSUES GROUP PRESENTATIONS</b> <i>PB 6(a-b)(Researched Informed Practice/Practice Informed Research)</i>
<b>12</b>	11/10/14	<b>Planning and Implementation continued</b> <i>10(b)(assessment),(c-b)(Intervention)</i> <ul style="list-style-type: none"> <li>• Scope of an intervention planning</li> </ul> <b>Generalist Practice with Families</b> <i>PB4(c)(Diversity)</i> <ul style="list-style-type: none"> <li>• Family Assessment: the Genogram and Ecomap</li> <li>• The application of the strengths perspectives with families</li> <li>• Introduction to Structured Family Therapy (SFT)- selected model of family practice</li> </ul> Reading: Nichols, M., & Schwartz, R. (2008). Chapter 4
<b>13</b>	11/17/14	<b>Intervention: Application of SFT model in generalist practice</b> <i>PB3(a)(Critical Thinking), 6(b)(Researched Informed Practice), 7(a)(Theory)</i> <ul style="list-style-type: none"> <li>• Application of models in generalist social work practice when working with families</li> <li>• Importance of critical thinking skills in intervention: On-going Evaluation in the Helping Process</li> </ul> Reading: Johnson & Yanca, Chapter 6 (pp. 114-124) & 13
<b>14</b>	11/24/14	<b>EXAM #2</b> After Exam: “Assessment and Intervention Paper” preparation
<b>15</b>	12/1/14	<b>Generalist Practice with Families- Structural Family Therapy</b> <i>PB3(a, c)(Critical Thinking)</i> <ul style="list-style-type: none"> <li>- Working with family using Structural Family Therapy model <ul style="list-style-type: none"> <li>o Exploring structural components with the family</li> <li>o Plan for family intervention(s) using Structural Family Therapy</li> </ul> </li> </ul> Reading: Nichols, M., & Schwartz, R. (2008). Chapter 7
<b>16</b>	12/8/14	<b>Class Ending</b> <ul style="list-style-type: none"> <li>- Review and assessment of learning</li> </ul> <b>“CASE ASSESSMNET AND INTERVENTION PAPER” DUE</b>

# **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/>**