

**SAN JOSÉ STATE UNIVERSITY**  
**School of Social Work, MSW Program**

Transcultural Multi-Systems Practice 1: Family Systems Focus  
Social Work 222-4  
(course code – 48200)

**Semester:** Fall 2009

**Instructor:**

Glenn Thomas L.C.S.W.

**Class Meeting Time:** 6pm

**Classroom Location:** Clark Building 238

**Office Location:** WSQ 215

**Office Hours:** after class

**Phone Number:** (408) 813-1153

**Email:**

glennthomas@loveandencourage.com

**Catalog Description**

Practice from a transcultural multi-systems perspective with an emphasis on family systems, diverse cultural patterns, and varying family forms. Assessment of multi-system interactions of communities and organizations with a focus on enhancing the health and well-being of marginalized populations and populations-at-risk. (3 units. Prerequisite: ScWk 221. Must be taken concurrently with ScWk 232)

**Course Description**

Social Work 222 is an advanced level practice course that builds on the skills and competencies gained in foundation practice (ScWk 220 & 221), field practicum (ScWk 230 & 231), and HBSE (ScWk 212 & 214). Emphasizing both ecological/family systems, and family life cycle perspectives this course focuses primarily on micro and mezzo level transcultural multi-systems social work practice with high-risk, oppressed, marginalized, and/or disenfranchised individuals and their families.

Specific populations include, but are not limited to, ethnic minority and/or immigrant individuals and families, gay/lesbian/bisexual/transgendered/questioning (g/l/b/t/q) individuals and their families, poor families, single-parent, divorced, and blended families, as well as individuals and families grappling with chemical dependency, suicide/depression, mental illness, homelessness, and/or violence. Primary focus is on gaining and refining transcultural multi-systems knowledge and skills in the areas of culturally competent assessment and intervention with these individuals and their families.

Specific assessment methods include use of the eco-map and genogram, family systems hypothesis development (utilizing a structural/interactional theoretical perspective), and assessment of high-risk factors (e.g. physical, sexual, chemical abuse, domestic violence, suicide, and acculturation risks).

Intervention methodologies include strength-based models, traditional family intervention methods, as well as family crisis intervention. Current trends in program development for high-risk families will be discussed.

### **Learning Objectives**

Upon completion of ScWk 222, students will be able to:

1. Articulate knowledge about assessment of and intervention for family systems at intrasystemic and intersystemic levels, utilizing a transcultural perspective.
  - M2.7 (Asses & Intervene)
2. Delineate the application of ecological, systems, and family life cycle theories in social work practice with family systems.
  - M2.5 (Critically Evaluate Theory)
3. Understand family dynamics, including those associated with stress and transition.
  - M2.5 (Critically Evaluate Theory)
4. Demonstrate skill in evaluating the empirical support for social work interventions with family systems.
  - M4.4 (Advance Quality of Practice)
5. Demonstrate the capacity for critical thinking, self-awareness and self-reflection in relation to practice issues.
  - M2.6 (Self-Evaluation & Use of Supervision)
6. Apply with integrity social work values, ethics, and legal mandates in all phases of contacts with families.
  - M1.4 (Resolve Ethical Dilemmas)
7. Demonstrate understanding of a multi-systems transcultural perspective to family social work interventions with oppressed, marginalized, and disenfranchised populations, including, but not limited to, Latinos, African-Americans, Native Americans, other ethnic minorities, sexual minorities and their families, low-income families, single-parent families, multi-generational and blended families, as well as families grappling with issues such as divorce, chemical dependency, mental illness, homelessness, and domestic violence.
  - M1.5 (Apply Transcultural Multi-Systems)

### **Title IV-E Competencies**

This class covers the following curriculum competencies for the Title IV-E Child Welfare 1.1-1.5, 2.1-2.4, 2.7-2.9, 2.15-2.17, 2.19-2.20, 2.22, 3.1-3.5,5.1-5.2, 6.3-6.4, 6.6, 7.2-7.3, 7.5-7.6, AND 8.9

## COURSE REQUIREMENTS

### Learning Experiences

Lectures, small group discussion and exercises, role-plays, videotapes, guest speaker(s), as well as multiple case consultations drawn from student field practicum experiences and instructor's practice are the primary teaching methods utilized. Course assignments include an in class written exam testing the student's ability to identify critical individual and family life-cycle tasks, a family assessment/systemic hypothesis assignment, a written family assessment & treatment plan, and an in-class observational exercise that measures the student's ability to recognize family interactional patterns and formulate preliminary family systems assessments.

### Grading, Evaluation and Assignments

	<u>Assignments</u>		<u>Grading</u>	
Life-Cycle Written Exam	20%	98-100	A+	77-79 C+
Family Assessment/Systemic Hypothesis Exercise	20%	93-97	A	73-76 C
Family Observation	20%	90-92	A-	70-72 C-
Family Assessment & Treatment Plan	30%	87-89	B+	67-69 D+
Participation	10%	83-86	B	63-66 D
Total	100%	80-82	B-	60-62 D-
				59 or less F

1. Life-Cycle Written Exam: This in-class written exam will present the student with a series of case vignettes representative of contemporary social work practice with individuals and families. Students will be asked to identify the predominant life-stage being negotiated in each vignette, discuss the major individual and family developmental tasks incumbent to that stage, and briefly explicate an intervention strategy based on their systemic hypotheses.
  - Due: September 28, 2009,
2. Family Assessment/Systemic Hypothesis Exercise: Students will view the Contemporary film "The Squid and the Whale" in-class. Written assignment (to be submitted one week after class meeting) will include genogram, delineation of key system dynamics (from lectures & readings), and articulation of a "systemic hypothesis" that explains the symptoms and struggles of the children in the film.
  - In-class viewing of film on October 26, 2009
  - Due: November 2, 2009, Written Assignment Due
3. Family Observation: This in-class exercise will allow students to observe a videotaped vignette of complex family interaction. Then, utilizing concepts discussed in class and readings, they will write down their observations and initial systemic hypotheses. Students are expected to demonstrate their skill in "seeing family structure" (i.e. hierarchy, boundaries, alliances, coalitions, conflict, gender roles, etc.) through observation of its verbal, non-verbal, behavioral, contextual, and interactional manifestations.
  - Due: November 16, 2009

4. Family Assessment & Treatment Plan: Student's will complete a systemic assessment and treatment plan for a case from their field practicum experience (see instructor if you do not have access to a family in your field placement). Assessment and plan will take a "Family Systems" theoretical approach and will include consideration of LCSW Clinical Vignette Written Exam case requirements. Students are expected to critically evaluate the evidence base for the intervention(s) recommended in the assessment and treatment plan.
  - Due: November 30, 2009
5. Class Participation: Active class participation demonstrates a student's understanding of and oral proficiency discussing, course concepts, assigned readings, field practicum experiences, and case material. Students are expected to demonstrate the capacity for critical thinking, self-awareness and self-reflection in relation to practice issues

No computers or cell phone usage during class time.

Assignments must be word processor produced and free of spelling and grammatical errors (not required for in-class written assignments). Written work will be graded on content **and** quality, and is expected to adhere to professional and graduate school standards (i.e. utilize APA 5<sup>th</sup> edition guidelines for format and references). Only in extreme circumstances will I consider allowing an extension of an assignment's due date. Late assignments (without prior approval) will be penalized one-half (1/2) point for each weekday beyond the due date. Students are expected to keep a copy of all papers submitted. Regular class participation is essential, and has a direct impact on your grade. I do not allow extra-credit assignments. Assignment of a grade of incomplete (I) will be in accordance with University guidelines. Plagiarism is unacceptable, and will be dealt with according to SJSU policies and procedures.

## **UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION**

### **Reasonable Accommodation of Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu/>

### **Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all

share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)

## **TEXTBOOKS AND READING ASSIGNMENTS**

### **Required Texts**

Boyd-Franklin, N. & Bry, B.H. (2000). *Reaching out in family therapy: Home-based, school, and community interventions*. New York: The Guilford Press

Carter, B. & McGoldrick, M. (2005). *The expanded family life cycle: Individual, family, and social perspectives (3<sup>rd</sup> ed.)* Boston: Allyn & Bacon Classics in Education.

*Social Work 222 Course Reader*. Available at Maple Press, 481 E. San Carlos St., San Jose CA 95112, (408) 297-1001

### **Recommended Texts**

McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention (2<sup>nd</sup> ed.)*.

## **TOPIC OUTLINE, READINGS and ASSIGNMENTS**

Class 1            Topic: Course overview: Review syllabus, readings, and assignments.  
August 24

Class 2            Topic: The Family Life Cycle: Overview of family life-cycle theory for  
August 31 family as an evolving system with developmental stages and tasks, and their implications for practice with culturally diverse and marginalized, oppressed, and disenfranchised families.

### Required Readings:

Carter, B. & McGoldrick, M. (2005). *The expanded family life cycle: Individual, family, and social perspectives (3<sup>rd</sup> ed.)* Boston: Allyn & Bacon, Chaps. 13-18  
**(Written exam, Session 5).**

Holiday            No class – Labor Day Holiday  
September 7

Class 3            Topic: The Family Life Cycle: Overview of family life-cycle theory for

September 14 family as an evolving system with developmental stages and tasks, and their implications for practice with culturally diverse and marginalized, oppressed, and disenfranchised families.

Required Readings:

Carter, B. & McGoldrick, M. (2005). *The expanded family life cycle: Individual, family, and social perspectives (3<sup>rd</sup> ed.)* Boston: Allyn & Bacon, Chaps. 13-18 **(Written exam, Session 5).**

Class 4  
September 21 Topic: The Family Life Cycle (cont.): Application of family life-cycle theory to contemporary family structures (e.g. divorced, blended, single-parent, gay/lesbian, immigrant, poor, ethnic minority, etc.).

Required Readings:

Carter, B. & McGoldrick, M. (2005), op. cit. Chaps. 4-6, and 10.

Class 5  
September 28 Topic: **Life-Cycle Written Exam**

Class 6  
October 5 Topic: Systemic Concepts & Models of Family Practice: Examination of contemporary theories and models of family practice, and their applicability to high-risk individuals and families. Discussion of relevant Social Work values and ethics that support these models.

Required Readings:

Boyd-Franklin, N. & Bry, B.H. (2000). *Reaching out in family therapy: Home-based, school, and family interventions.* New York: Guilford. Chaps. 1-3

Class 7  
October 12 Topic: Family Assessment in Transcultural Multi-Systems Practice: Use of genograms, ecomaps, and systemic hypothesis development in family systems assessment.

Required Readings:

Aponte, H. *Diagnosis in family therapy* (source unknown). (In reader).

McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention (2<sup>nd</sup> ed.)*. Chaps. 1-2. (In reader).

Class 8  
October 19 Topic: Family Intervention in Transcultural Multi-Systems Practice: Discussion and utilization of techniques for engaging high-risk and ethnically diverse families utilizing systemic, strengths-based, and culturally competent methodologies.

Required Readings:

Boyd-Franklin, N. & Bry, B.H. (2000), op. cit. Chap. 4-6.

Haley, J. (1987). *Problem-solving therapy* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass, Chapter 1. (In reader).

Class 9

October 26

Topic: Effects of toxic divorce on children and adolescents.

In-class viewing of "The Squid and the Whale." Discussion of interventions, legal issues, and potential dilemmas in social work values and ethics.

Required Readings:

Carter, B. & McGoldrick, M. (2005), op. cit. Chaps. 22-23.

Class 10  
November 2 Topic: Family Intervention (cont.): Discussion and utilization of classic family therapy interventions including reframing, restructuring, building intensity, and creating focus

Required Readings:

Goldman-Hall, B.J., Jerrell, J., & Seelig, W.R., (1992). "In-home treatment of families with seriously disturbed adolescents in crisis." *Family Process*, 31(2), 135-149. (In reader).

***Family Assessment/Systemic Hypothesis Due***

Class 11  
November 9 Topic: Family Intervention: Family interventions: Violence and chemical dependency. Overview of family interventions when domestic violence, child abuse, and chemical dependency are present.

Required Readings:

Carter, B. & McGoldrick, M. (2005), op. cit. Chap. 27 & 28.

Class 12  
November 16 Topic: **Family Observation (in-class)**  
This in class "skill building" exercise presents students with a video vignette of rich family interaction and tests their ability to see and articulate functional and dysfunctional family dynamics.

Class 13  
November 23 Topic: Family Intervention: Students are presented a multi-problem/complex family system with themes of disengagement, alcoholism, suicide, delinquent behavior, and intergenerational violence. Students design a complex genogram (in small groups), develop preliminary diagnostic hypotheses and intervention ideas. Students view actual video of family in therapy.

In-Home Family video: Challenging the Nurturing Function

Required Readings:

Goldman-Hall, B. & Ode, S. (1992). Parents as partners: in-home treatment of suicidal adolescents. *Empowering Families: Papers from the Fifth Annual Conference on Family-Based Services*. (In reader).

Class 14  
November 30 Topic: TBA & Course Evaluations

**Final Family Assessment & Treatment Plan due**

Class 15  
December 7 Topic: Professional Issues in Transcultural Multi-Systems Social Work Practice: Jobs, interviewing, resumes, supervision, salaries, BBS licensure, etc.

## BIBLIOGRAPHY

- Alex G. Copello, R. D. B. V., Lorna J. Templeton. (2005). Family interventions in the treatment of alcohol and drug problems. *Drug and Alcohol Review*, 24(4), 369-385.
- Amanda Moore McBride, M. S. S., Suzanne Pritzker. (2006). Civic engagement among low-income and low-wealth families: In their words. *Family Relations*, 55(2), 152-162.
- Anuradha, K. (2004). Empowering families with mentally ill members: A strengths perspective. *International Journal for the Advancement of Counseling*, 26(4), 383-391.
- Barth, R. P., Greeson, J. K. P., Guo, S., Green, R. L., Hurley, S., & Sisson, J. (2007). Changes in family functioning and child behavior following intensive in-home therapy. *Children & Youth Services Review*, 29(8), 988-1009.
- Bent-Goodley, T. B. (2005). An african-centered approach to domestic violence. *The Journal of Contemporary Social Services*, 86(2), 197-206.
- Carmen Kundson-Martin, M. J. L. (2005). Gender and sexual orientation in family therapy: Toward a postgender approach. *Family Relations*, 54(1), 101-115.
- Chung, J. L. H. G. H. (2006). Intimate partner violence, parental divorce, and child custody: Directions for intervention and future research. *Family Relations*, 55(2), 200-210.
- Cody S. Hollist, R. B. M. (2005). Perceptions of attachment style and marital quality in midlife marriage. *Family Relations*, 54(1), 46-57.
- Corcoran, J. (2000). Family interventions with child physical abuse and neglect: A critical review. *Children and Youth Services Review*, 22(7), 563-591.
- Davey, T. L. (2004). A multiple-family group intervention for homeless families: The weekend retreat. *National Association of Social Workers*, 29(4), 326-329.
- Deweese, M. (2004). Disability in the family: A case for reworking our commitments. *Journal of social work in disability & rehabilitation*, 3(1), 3-20.
- Elizabeth Anne Curtis, M. S. D. (2005). Family therapy and systemic practice with older people: Where are we now? *Journal of Family Therapy*, 27(1), 43-64.
- Elizabeth L. Jeglic, C. M. P., Karen A. Ryabchenko, James W. Griffith, Allison B. Miller, Matthew D. Johnson. (2005). A caregiving model of coping with a partner's depression. *Family Relations*, 54(1), 37-45.
- Ellen R. DeVoe, K. D., Dorian Traube, Mary M. McKay. (2005). The survive community project: A family-based intervention to reduce the impact of violence exposures in urban youth. *Journal of Aggression, Maltreatment & Trauma*, 11(4), 95-116.
- Fraenkel, P. (2001). The place of time in couple and family therapy. *Contemporary Perspective on Family Research*, 3, 283-310.
- Frasch, K. M., & Brooks, D. (2003). Normative development in transracial adoptive families: An integration of the literature and implications for the construction of a theoretical framework. *Families in Society*, 84(2), 201-212.
- Gloria W. Bird, A. S.-C. (2005). Professional identity and coping behaviors in dual-career couples. *Family Relations*, 54(1), 145-160.
- Jennifer L. Krafchick, T. S. Z., Shelley A. Haddock, James H. Banning. (2005). Best-selling books advising parents about gender: A feminist analysis. *Family Relations*, 54(1), 84-100.
- Joanna Ball, J. P., Rex Forehand, Nicholas Long, Scyatta A, Wallace. (2004). Methodological overview of the parents matter! program. *Journal of Child and Family Studies*, 13(1), 21-34.
- Kari Dawson, M. B. (2002). Engaging families in child welfare services: An evidence-based approach to best practice. *Child Welfare League of America*, 81(2), 293-317.
- Kroll, B. (2004). Living with an elephant: Growing up with parental substance misuse. *Child and Family Social Work*, 9(1), 129-140.
- Lepage, s. J. M. (2005). Family intervention in first episode psychosis: Expanding and integrating the partnership and family consultation models. *Journal of Family Psychotherapy*, 16(3), 85-104.
- Lisa A. O'Connor, J. M., Fay Gibson, Mary Nakashian. (2005). Nothing about me without me: Leading the way to collaborative relationships with families. *Child Welfare League of America*, 84(2), 153-170.

- Mark W. Fraser, S. H. D., Maeda J. Galinsky, Vanessa G. Hodges, Paul R. Smokowski. (2004). Conduct problems and peer rejection in childhood: A randomized trial of the making choices and strong families programs. *Research on Social Work Practice, 14*(5), 313-324.
- Moore, B. C. (2005). Empirically supported family and peer interventions for dual disorders. *Research on Social Work Practice, 15*(4), 231-245.
- Nicholas Long, B.-J. A., Mary M. Gound, Abesie O. Kelly, Adrienne A. Gardner, Rick Dunn, Stacy B. Harris, Kim S. Miller. (2004). The parents matter! Program interventions: Content and the facilitation process. *Journal of Child and Family Studies, 13*(1), 47-65.
- Patricia Dittus, K. S. M., Beth A. Kotchick, & Rex Forehand. (2004). Why parents matter!: The conceptual basis for community-based HIV prevention program for the parents of african american youth. *Journal of Child and Family Studies, 13*(1), 5-20.
- Perkins-Dock, R. E. (2001). Family interventions with incarcerated youth: A review of the literature. *International Journal of Offender Therapy and Comparative Criminology, 45*(5), 606-625.
- Pinkerton, J., & Dolan, P. (2007). Family support, social capital, resilience and adolescent coping. *Child & Family Social Work, 12*(3), 219-228.
- Pinto, R. r. M., McKay, M. M., Baptiste, D., Bell, C. C., Madison-Boyd, S., Paikoff, R., et al. (2007). Motivators and barriers to participation of ethnic minority families in a family-based HIV prevention program. *Social Work in Mental Health, 5*(1/2), 187-201.
- Ruth Paris, N. D. (2005). Staying connected while nurturing an infant: A challenge of new motherhood. *Family Relations, 54*(1), 72-83.
- Saleebey, D. (2004). The power of place: Another look at the environment. *The Journal of Contemporary Social Services, 85*(1), 7-16.
- Sanela Besic, A. K., Aida Mujagic, Jasmin Muzurovic, Dzemila Spahovic, Ivan Pavkovic. (2006). A family beliefs framework for socially and culturally specific preventive interventions with refugee youths and families. *American Journal of Orthopsychiatry, 76*(1), 1-9.
- Sarah Leigh, C. M. (2004). Is the third way the best way?: Social work intervention with children and families. *Journal of Social work, 4*(3), 245-267.
- Seto, A., & Woodford, M. S. (2007). Helping a Japanese immigrant family cope with acculturation issues: A case study. *Family Journal, 15*(2), 167-173.
- Shannon, P. Barriers to family-centered services for infants and toddlers with developmental delays. *National Association of Social Workers, 49*(2), 301-308.
- Sittner, W. (2005). Ethics and countertransference in addressing suicidal ideation: reflection on a family intervention. *the New Social Worker, 12*(3), 4-5.
- Slovak, K., Carlson, K., & Helm, L. (2007). The influence of family violence on youth attitudes. *Child & Adolescent Social Work Journal, 24*(1), 77-99.
- Stephanie I. Coard, S. A. W., Howard C. Stevenson Jr., Laurie M. Brotman. (2004). Towards culturally relevant preventive interventions: The consideration of racial socialization in parent training with african american families. *Journal of Child and Family Studies, 13*(3), 277-293.
- Stephen A. Kapp, R. H. V. (2004). The unheard client: Assessing the satisfaction of parents of children in foster care. *Child and Family Social Work, 9*, 197-206.
- Susan F. Allen, E. M. T. (2004). Revitalizing the role of home visiting by school social workers. *Children & Schools, 26*(4), 197-208.
- Theresa J. Early, L. F. G. (2000). Valuing families: Social work practice with families from a strengths perspective. *National Association of Social Workers, 45*(2), 118-130.
- Tolan, L. D. H. P. H. (2001). Patterns of change in family-based aggression prevention. *Journal of Marital and Family Therapy, 27*(2), 213-226.
- Towsend, A. L., Biegel, D. E., Ishler, K. J., Wieder, B., & Rini, A. (2006). Families of persons with substance use and mental disorders: A literature review and conceptual framework. *Family Relations, 55*(4), 473-486.
- Walsh, J. (2003). The termination phase in structural family intervention. *Family Therapy, 30*(1), 13-26.
- Welsh, J., Viana, A., Petrill, S., & Mathias, M. (2007). Interventions for internationally adopted children and families: A review of the literature. *Child & Adolescent Social Work Journal, 24*(3), 285-311.

# San José State University

## Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking<sup>1</sup> and communication<sup>2</sup> 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; 5<sup>th</sup> ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

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

Plagiarism<sup>3</sup> is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.<sup>4</sup> Cheating is also unacceptable.<sup>5</sup> 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.

---

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” ([http://www.cob.sjsu.edu/FACSTAFF/KWAN\\_S/conduct.htm](http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm)).

<sup>4</sup> See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

<sup>5</sup> At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **SJSU Campus Emergency Procedures**

### **FIRES EARTHQUAKES AND OTHER DISASTERS**

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

### **MEDICAL EMERGENCIES**

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

### **EVACUATION PROCEDURES**

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

### **POLICE - FIRE - MEDICAL EMERGENCY**

**DIAL 9 – 1 – 1**

For further information visit the University Police Web site at: <http://www.sjsu.edu/police/>