

**SAN JOSE STATE UNIVERSITY**  
**SCHOOL OF SOCIAL WORK**  
**ScWk 263: SOCIAL WORK AND THE LAW**  
Course Code # 263 Section 01

**Term:**

Semester: Fall, 2009

**Instructor:** Jorge Gonzalez, MSW, LCSW

**Class Meeting Time:** Monday, noon-2:45 PM

**Classroom Location:** BBC 126

**Office Location:** WSQ

**Office Hours:** Before or after class

**Phone Number:** 408-295-0656

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**Catalog Description**

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

**Course Description**

SW 263 is an advanced level course in which students examine the role of the law and its influence on children and families. The course places specific focus on the family and juvenile court systems in California and laws relating to divorce, adoption, custody, child abuse, and juvenile justice. Students will examine and analyze critically the impact of specific court decisions and their impact on current practice.

**Learning Objectives**

Upon completion of ScWk 263 the Master of Social Work student will be able to:

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

5. Identify situations of professional liability and demonstrate an understanding of how to use consultation to resolve concerns in a manner that does not violate social work values and protects clients to the fullest extent possible. M1.4 (Ethics).

**Title IV-E Competencies**

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

**COURSE REQUIREMENTS**

**Learning Experiences**

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

**Grading And Evaluation**

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

<b><u>Assignments</u></b>		<b><u>Grading</u></b>			
Three Response Papers	45	98-100 = A+		77-79	
	%			C+	
		93-97	A	73-76	C
Policy Analysis	20	90-92	A-	70-72	C-
Presentation	%				
Court Report/Eval.	15	87-89		67-69	
	%	B+		D+	
Curriculum Vitae	10	83-86	B	63-66	D
	%				
Class Participation	10	80-82	B-	60-62	D-
	%				
Total	10			59 or less	F
	0%				

**Late Assignments**

Late assignments will have 10% deducted for the first week that they are late. Assignments will not be accepted more than 1 week past their due date unless you have made special arrangements with the instructor. Please communicate any possibility of any problems or circumstances that will affect your prompt submission of any work. Note that late assignments will only be accepted and need to be submitted to your instructor at the School of Social Work office with a stamped time and date submission and placed in your instructor’s mailbox. It is your responsibility to contact your instructor to notify them that your material has been submitted and check and see that they receive your submission.

### **Class Participation**

Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. Frequent unexcused absences, lateness, and/or inattentiveness will result in lower assessments in this grading area. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. To minimize class disruptions please arrive prior to the start of class. As part of class participation students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise. Each student is expected to attend all classes. **Students are expected to share ideas, listen to the ideas of others and participate in class discussions.** Note: If you are not attending class, you are not participating.

### **Course Assignments**

The course is based on a one hundred (100) point scale; with a final letter grade assigned according to the scale identified in the Social Work Programs Evaluation and Grading Criteria (found on page 5 of this syllabus).

**Three Response Papers:** Utilizing : 1. critical thinking skills, 2. the transcultural practice perspective, 3, advanced multisystems perspective and 4. personal reflection,. Students will prepare three response papers. The suggested length of the papers is three to no more than five pages in length. The papers should incorporate information from course readings, group discussions, field placement and other peer reviewed or primary source literature regarding the assigned topic. The paperes' topics will be provided by the professor two weeks before the due date.

### **Group Policy Analysis Paper**

This is a group assignment, which focuses on the analysis of a piece of legislated or judicial policy that has an effect on children and their families. The policy can be federal or state policy; current or historical. Possible interesting topics could be Differential Response, AB 490, SB 1104, Concurrent Planning, Homeless Families and Youth.

Your analysis should do the following:

1. Identify and define the problem (or problems) the policy was intended to address; identify those intended to benefit from the policy, as well as unintended beneficiaries and unintended consequences of the policy.
2. Discuss the values involved in the policy chosen for analysis;
3. Specify the history of the policy chosen for analysis. Regarding the history of the policy, specifically identify the history of the court decision you've chosen to analyze, or explain the route of the piece of legislation you've chosen for analysis.
4. Explain how effective the policy has been at addressing the problems it was designed to resolve and identify what problems remain.
5. Propose an alternative policy solution to the identified problem and explain how the alternately proposed policy could be effective at resolving the problem for children and families, and identify unintended problems that could possibly develop as a result of the alternatively suggested policy.

The paper should be no more than 10 pages of narrative. You must cite references in the text and include a reference page. The paper should have a title page which indicates the policy being analyzed, and includes the names of all the members of the group.

### **Group Policy Analysis Presentation**

Each group will present their findings at the end of the semester. Use of posters, handouts, and overheads is encouraged in the process of facilitating each group's presentation. The length of the presentations will be based on the number of members in the class, which will result in a specific number of groups.

### **Court Report - Evaluation**

Students are to prepare a report that could be presented to the court. Using a past or present case, students should incorporate guidelines and requirements for reporting the court covered in class. Names and identifying feature of the case are to be altered to protect client confidentiality. Students not in Child Welfare will turn in an evaluation of a current client as a report to the court.

### **Curriculum Vitae for Use in Court**

Students are to create a curriculum vitae that lists their education and experience, that could potentially be used to justify expert witness status, or provided to court prior to testimony. Required elements include employment and educational experience, as well as a list of all specialized trainings attended.

### **APA Format Required**

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

## **UNIVERSITY POLICIES**

### **Reasonable Accommodation of Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. Additional information on the Disability Resource Center can be found at:  
<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/faculty\\_and\\_staff/academic\\_integrity/index.html](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html)

### **REQUIRED TEXTBOOKS**

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

Reader. Available at Maple Press.

**COURSE OUTLINE**  
(Subject to change with fair notice)

WEEK	DATE	CLASS TOPICS, READINGS AND ASSIGNMENTS
Week 1	8/24	<p><b>Introduction and Overview of the Course</b>                      Introductions; Course outline; Discussion of assignments; Class expectations.                      U.S. Constitution and Bill of Rights</p> <p><b>Readings</b>                      None due first week.</p>
Week 2	8/31	<p><b>Overview of the American Legal System and the Court Hearing Process</b>                      The three branches of government; The federal legislative process; The federal district courts; The Supreme Court; The appeals process.</p> <p><b>Readings</b>                      Saltzman, A. &amp; Furman, D.M. (1999). Basic legal concepts and principles for the social worker. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp.5-32). Belmont, CA: Wadsworth Group. (Chapter 1).                      Saltzman, A. &amp; Furman, D.M. (1999). The hearing process. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 33-54). Belmont, CA: Wadsworth Group. (Chapter 2).</p>
Week 3	9/14	<p><b>Doing Legal Research</b>                      The difference between legal research and general academic research; Using West and the California Code website; Using statutes, court opinions, and secondary sources.</p> <p><b>Readings</b>                      The California Code. Available at <a href="http://www.leginfo.ca.gov/calaw.html">http://www.leginfo.ca.gov/calaw.html</a>                      California Healthcare Association (2002). Where to find laws referenced in the minors manual. In <i>Minors and health care law: A handbook on consent for treatment of infants, children and adolescents</i> (p xi). Sacramento, CA: Author. (In reader).                      Saltzman, A. &amp; Furman, D.M. (1999). Locating and using the law. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp.77-118). Belmont, CA: Wadsworth Group. (Chapter 4).</p> <p><b>Assignment:</b> Response paper #1</p>

<b>Week 4</b>	9/21	<p><b>Laws and Legal Issues Regarding Child Protection</b> Review of important legal cases in the child protection arena; Policy issues in the child protection arena such as the rights of parents, removal of children from parental care; Related federal and state policies.</p> <p><b>Readings</b> Goldstein, J., Frued, A., &amp; Solnit, A.J. (1973). On continuity, a child's sense of time, and the limits of both law and prediction. In <i>Beyond the best interests of the child</i> (pp.31-52). New York, NY: The Free Press. (In reader). Saltzman, A. &amp; Furman, D.M. (1999). Protection of children. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp.55-76). Belmont, CA: Wadsworth Group. (Chapter 8).</p>
<b>Week 5</b>	9/28	<p><b>Laws and Legal Issues Regarding Adoption</b> Review of important legal cases in the adoption arena; Policy issues in the adoption arena such as voluntary relinquishment, termination of parental rights, issues for gay and lesbian families, international adoptions, and transracial adoptions; Related federal and state policies.</p> <p><b>Readings</b> Cross, T.L. &amp; Fox, K. (2005). Customary adoption as a resource for American Indian and Alaska Native children. In G.P.Mallon &amp; P.M.Hess (Eds.), <i>Child welfare for the 21<sup>st</sup> century: A handbook of practices, policies and programs</i> (pp. 423-431). New York, NY: Columbia University Press. (In reader.) Saltzman, A. &amp; Furman, D.M. (1999). Adoption. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp.247-270). Belmont, CA: Wadsworth Group. (Chapter 9).</p>
<b>Week 6</b>	10/5	<p><b>Educational Legislation and Rights</b> Review of important legal cases in the educational arena; Policy issues in the educational arena such as segregation, integration, unequal funding, legal status, sex and disability, attendance and discipline issues, and disabled children; Related federal and state policies.</p> <p><b>Readings</b> McAndrews, L.J. &amp; Scott, K.M. (2002). Full circle: elementary and secondary education politics and policies of Lyndon Johnson and Bill Clinton. <i>The Social Science Journal</i>, 39, 53-64. (In reader). Saltzman, A. &amp; Furman, D.M. (1999). Education of children. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 345-370). Belmont, CA: Wadsworth Group. (Chapter 13).</p> <p><b>Assignment:</b> Response paper #2</p>

<b>Week 7</b>	<b>10/12</b>	<p><b>Legal Issues Regarding Juvenile Justice</b> Review of important legal cases in the juvenile justice arena; Policy issues in the juvenile justice arena such as delinquency vs. crime, status offenses, transfer to adult court, and gang involvement; Related federal and state policies.</p> <p><b>Readings</b> Bortner, M.A., Zatz, M.S., &amp; Hawkins, D.F. (2000). Race and transfer: Empirical research and social context. In J.Fagan &amp; F.E.Zimring (Eds.), <i>The changing borders of juvenile justice: Transfer of adolescents to the criminal court</i> (pp.277-320). Chicago, IL: The University of Chicago Press. (In reader). Saltzman, A. &amp; Furman, D.M. (1999). Adjudication and Treatment of juvenile offenders. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 193-216). Belmont, CA: Wadsworth Group. (Chapter 7).</p>
<b>Week 8</b>	<b>10/19</b>	<p><b>Marriage, Divorce, Child Custody and Support</b> Review of important legal cases in the marriage and child custody and support arena; Policy issues in the marriage and child custody and support arena such as gay and lesbian couples, step-parent families, and common law marriage; Related federal and state policies.</p> <p><b>Readings</b> Saltzman, A. &amp; Furman, D.M. (1999). Marriage. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 271-296). Belmont, CA: Wadsworth Group. (Chapter 10). Saltzman, A. &amp; Furman, D.M. (1999). Custody and support of children. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 297-324). Belmont, CA: Wadsworth Group. (Chapter 11).</p>
<b>Week 9</b>	<b>10/26</b>	<p><b>Dealing with Domestic Violence</b> Review of important legal cases in the domestic violence arena; Policy issues in the domestic violence arena such as issues mandated screening, protection orders, the “Battered Woman Syndrome,” and various protection strategies; Related federal and state policies.</p> <p><b>Readings</b> Menard, A. (2001). Domestic violence and housing: Key policy and program challenges. <i>Violence Against Women</i>, 7(6), 707-720. (In reader). Saltzman, A. &amp; Furman, D.M. (1999). Domestic violence and abuse. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 325-344). Belmont, CA: Wadsworth Group. (Chapter 12)</p>

<p><b>Week 10</b></p>	<p>11/9</p>	<p><b>Laws Regulating Medical Care and Consent for Treatment</b>                  Review of important legal cases in the medical care arena; Policy issues in the medical care arena such as informed consent and the commitment and treatment process for the mentally ill or developmentally disabled; Related federal and state policies.</p> <p><b>Readings</b>                  California Healthcare Association (2002). The law of consent. In <i>Minors and health care law: A handbook on consent for treatment of infants, children and adolescents</i> (pp.3-6). Sacramento, CA: Author. (In reader).                  Saltzman, A. &amp; Furman, D.M. (1999). Commitment and treatment of persons with mental disabilities. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 373-400). Belmont, CA: Wadsworth Group. (Chapter 16).                  Saltzman, A. &amp; Furman, D.M. (1999). Medical care. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 415-438). Belmont, CA: Wadsworth Group. (Chapter 16).  <b>Assignment:</b> Response paper #3</p>
<p><b>Week 11</b></p>	<p>11/16</p>	<p><b>Working Within the Courts</b>                  Preparing and presenting legal testimony; The process of testifying; Qualifying as an expert witness; Writing reports for the court; Differences in legal and social work cultures; Guidelines for working with lawyers.</p> <p><b>Readings</b>                  Saltzman, A. &amp; Furman, D.M. (1999). The social worker in the hearing process. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp.55-76). Belmont, CA: Wadsworth Group. (Chapter 2).                  Saltzman, A. &amp; Furman, D.M. (1999). Professional relationships with lawyers. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 489-498). Belmont, CA: Wadsworth Group. (Chapter 20).                  Taylor, S. (2006). Educating future practitioners of social work and law: Exploring the origins of inter-professional misunderstanding. <i>Children and Youth Services Review</i>, 28(6), 638-653. (In reader).</p>

<b>Week 12</b>	11/23	<p><b>Laws and Policies Governing Social Work Practice</b>  The bounds of liability; types of liability; The credentialing of social work;  Laws and policies regulating social work practice; Client confidentiality;  Dealing with requests to testify. Sexual harassment, union rights.</p> <p><b>Readings</b>  Saltzman, A. &amp; Furman, D.M. (1999). Regulation of the profession of social work. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 441-448). Belmont, CA: Wadsworth Group. (Chapter 17)  Saltzman, A. &amp; Furman, D.M. (1999). Disclosure of professional communications and records. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 449-468). Belmont, CA: Wadsworth Group. (Chapter 18).  Saltzman, A. &amp; Furman, D.M. (1999). Professional liability. In <i>Law in social work practice</i> (2<sup>nd</sup> edition) (pp. 469-488). Belmont, CA: Wadsworth Group. (Chapter 19).</p> <p><b>Assignments</b>  Court report and CV due</p>
<b>Week 13</b>	11/30	<p><b>Course Summary I</b>  Student presentations.</p> <p><b>Assignments</b>  Policy Analysis Presentations  Policy Analysis Papers due</p>
<b>Week 14</b>	12/7	<p><b>Course Summary II</b>  Student presentations</p> <p><b>Assignments</b>  Policy Analysis Presentations  Policy Analysis Papers due</p>

**BIBLIOGRAPHY**

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

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

Instructors in the Social Work program promote and evaluate critical thinking<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>

