

# SAN JOSE STATE UNIVERSITY SCHOOL OF SOCIAL WORK

## SCWK 130: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I Course Code: # 45068 Section 1

**Fall Semester, 2011**

**Instructor: Hortencia A. Calvillo, LCSW**

**Class Meeting Time:** Thursdays 3:00 – 5:45pm

**Classroom Location:** MacQuarrie Hall 322

**E-mail:** [h95112@yahoo.com](mailto:h95112@yahoo.com)

**Office:** WSQ #217G

**Office Hours:** Thurs. 2:00-3:00 pm  
or by appointment

**Phone:** (408) 924-5831

### Catalog Description

Theories and knowledge of bio-psycho-social development from birth to old age. The dynamics of interacting social systems and culture on human development. Human diversity and populations-at-risk emphasized. (3 units. Prerequisite: Junior standing or permission of advisor)

### Course Description

This course studies human behavior in the social environment over the life cycle from pre-natal to old age, analyzed from a systems perspective. Special emphasis is placed on the interactions between and among human biological, social, psychological and cultural systems as they affect and are affected by human behavior. Populations at risk, diversity and social and economic justice are emphasized.

**This course is a recommended prerequisite for SCWK 131.**

### Course Learning Objectives

Upon completion of SCWK 130, through written and in-class assignments, students will be able to:

1. Analyze the impact of culture, race, ethnicity, gender and social class on human behavior and development across the life span utilizing a trans-cultural perspective and a systems approach.  
Program Objectives: B1.1 (Transcultural model); B2.1 (Theory/Life-span); B1.2 (Diversity)
2. Demonstrate knowledge of human biological, psychological, and social development across the life span, including theories and knowledge about the range of systems in which individuals function (with emphasis on individuals, families, and groups).  
Program Objectives: B2.1 (Theory/Life-span)
3. Analyze the interactions between and among human, biological, psychological, social and cultural systems as they affect and are affected by human behavior across the life span by applying the skills of critical thinking.  
Program Objectives: B4.2 (Research); B4.1 (Critical thinking); B2.1 (Theory/Life-span)
4. Identify populations at-risk, define issues related to social and economic justice, and demonstrate understanding and appreciation of human diversity.  
Program Objectives: B3.1 (Power, privilege, oppression)

5. Identify the values and ethical issues related to bio-psycho-social theories and research, and articulate personal values and beliefs that influence the student's understanding of people and their behaviors.

Program Objectives: B1.3 (Values & ethics)

## **COURSE REQUIREMENTS**

**Learning Experiences:** In this course, lectures and class discussion are used to clarify concepts presented in the main texts and to apply theories of development to case examples. When possible, films are used to illustrate various developmental stages. Take home and in-class exercises provide each student with continuing opportunities to assess his/her mastery of the course materials.

**Readings:** Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class. Class outlines, supplemental readings, and take home exams will be placed on the course website which can be accessed via my faculty webpage through the School of Social Work or directly at: <http://www.sjsu.edu/people/hortencia.calvillo/>

Students are expected to check the course webpage every week and download the outlines, notes, etc. The password to access documents will be given to you in class.

### **Class Attendance and Participation:**

Each student is expected to attend all classes, participate in class discussions, and make comments which show that assigned readings were read and understood. The student should be able to support opinions with data and/or logical arguments, share ideas and listen to the ideas of others, maintain focused discussion and integrate class content with other courses in the major. Please note that you cannot participate in class if you are not in attendance. **(More than two absences will result in a reduction of points for class participation.)** Students are reminded that the BASW is a professional degree and appropriate professional behavior, e.g., punctuality in attendance, and timeliness in completing assignments is expected. Timely communication with the instructor is also expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

**Grades:** The following assignments will be completed for this course:

Exam - I	25 points
Exam - II	25 points
Final Paper	35 points
<u>Attendance &amp; Participation</u>	<u>15 points</u>
Total	100 points

The grading used in this course is as follows:

98 - 100	A+	73 - 76	C
93 - 97	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-	0 - 59	F

**Assignments:**

All Assignments are expected to be turned in on time. Failure to do so for any reason (except documented and reasonable extenuating circumstances) will result in a lowered grade.

**1) In class Exam: Thursday, October 6, 2011(25 points)**

The in-class examination will be made up of word identifications, multiple choice, and essay questions related to readings, lectures, films and class exercises. If an emergency arises, examinations may only be made up, by appointment, during the week of the scheduled examination. Cheating on the exam will result in an F on the exam.

**2) Take Home Exam: Due Thursday, October 27, 2011 at the beginning of class (25 points)**

The take home exam will be based on a case study. Students are expected to apply the material learned in class and from the book to a case. Details will be given in class.

**3) Final Paper: (35 points). This assignment is divided into 2 parts:**

**3a) Draft of sections 1, 2, 3**

**3b) Final Paper – ALL SECTIONS (35 points)**

Select a social issue or problem that can have an impact on life span development during **Childhood OR Adolescence OR Older Adulthood**.

Papers should cover the following topics: 1) Description of the particular problem or issue i.e., the nature of the problem, the extent of the problem, 2) Risk and protective factors that increase or decrease the likelihood of the occurrence of the problem. 3) Discuss this issue in the context of diversity - cultural/ethnic/racial groups, gender, and socioeconomic status. Discuss commonalities and differences between groups on the issue you have selected. 4) Discuss the impact of this issue or problem on individual development using a bio-psycho-social approach. 5) Discuss the implications for addressing this issue through social work practice and social policy. Please clear the topic with the instructor. Papers should be approximately 10 to 12 pages in length.

Suggested topics include:

- A. Chronic Illness/ Disease / Physical Disability
- B. Homelessness / Poverty
- C. Physical / Sexual Abuse
- F. Depression/ Suicide
- G. Substance Use and Misuse
- I. Teenage gangs
- J. Children of Alcoholic or Drug Dependent Parents
- E. Adolescent Pregnancy
- F. Eating Disorders in Adolescence
- G. Conflicts with sexual preference
- H. Elder abuse and neglect
- I. Nursing Home Care

- J. Caring for Alzheimer's/ Dementia patients
- K. Dying with dignity – End-of-life care
- L. Home and Community-based care for elders
- M. Assisted Living/ Housing Issues for elders
- N. Grandparents as caregivers to young children

PAPERS RECEIVED LATER THAN THE TIME DESIGNATED ON THE DUE DATE WILL AUTOMATICALLY RECEIVE ONE LETTER GRADE LOWER. NO PAPER WILL BE ACCEPTED MORE THAN TWO CONSECUTIVE DAYS LATE. EMAIL SUBMISSIONS WILL NOT BE ACCEPTED.

The final integrative research paper will be evaluated using the following criteria:

1. The quality of your writing will count in determining your grade. You must carefully proofread your paper for typographical errors, grammatical errors, sentence structure, paragraph structure, and spelling errors.
2. Organization. The paper must begin with an introductory statement of purpose and an overview of the ideas to be presented. The ideas must be discussed in a coherent, logical, well- organized manner and must be supported by your own analysis, based on research findings and theoretical discussions from relevant literature. Citations and reference must follow the manual of the American Psychological Association (APA) writing format.
3. Relationship of the topic to at least three of the following must be included: culture, minorities, ethnicity, race, sex, sexual orientation. Because this course focuses on trans-cultural issues, your paper must include the implication of the chosen topic for minority groups, people of color and women.
4. Implications for social work practice and social policy. Each topic area has implications for practice, both for prevention and intervention, and for social policy.

These four aspects of paper writing are stressed in addition to substantive content. It is important that social workers know how to communicate with clients and other professionals in writing, which is concise, clear, organized, properly documented, sensitive to trans-cultural issues and of concern to the profession of social work. **THE PAPER MUST BE WRITTEN IN YOUR OWN WORDS!** See section below on Academic Integrity.

#### **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.

#### **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)

### **Required Textbooks:**

Zastrow, C., Kirst-Ashman, K. & Vogel, V. (2008). Understanding human behavior and the social environment (8th ed.). Belmont, CA: Brooks/Cole/-Thompson Learning.  
ISBN-10: 0 495 60374 0 | ISBN-13: 978 0 495 60374 0

### **Recommended Textbook:**

American Psychological Association. (2001). Publication manual (6th ed.). Washington, DC: Author.  
ISBN: 1-55798-791-2. See <http://www.apastyle.org/> for more information.

## **Topic Outline and Reading Assignments – (subject to change with fair notice)**

### **Wk 1 – Aug 25**

Overview of the Course  
Special themes of the course: diversity, populations at-risk, social & economic justice, ethics & values, critical thinking.  
Orientation to the BASW Program.

### **Wk 2 - Sept 1**

#### **Research Methods for studying human behavior**

How do we learn about human behavior? Research questions and designs; Bell-shaped curves (as related to developmental milestones); risk and protective factors, vulnerability and resiliency. Critical thinking.

**Video:** Secret of the Wild Child (impact of child abuse on development; nature vs. nurture; developmental theory - critical period hypothesis; attachment; ethics of human research and social work practice)

**Readings:**

Craig, C., & Kermis, M. "The Scientific Method" from Children Today, (1995), Englewood Cliffs, NJ: Prentice-Hall, Inc.

Werner, E. & Smith, R. (1992). Overcoming the odds: High risk children from birth to adulthood, Ithaca, NY: Cornell University Press. (Intro, pp. 1-14)

**Wk 3 - Sept 8**

**Theories for understanding human behavior.** The systems perspective; Ecological framework; Bio-psycho-social and cultural variables; Erikson's Theory of Psychosocial Development; Social work roles. The transcultural perspective.

Case Study: Mrs. Smith

**Readings:** Zastrow & Kirst-Ashman, Chapter 1, "Introduction to Human Behavior and Social Environment" pp. 1- 49

**Wk 4 - Sept 15**

**Biology and Early Development**

Prenatal Development & Birth

Case Vignettes: Developmental milestones

**Readings:** Zastrow & Kirst-Ashman, Chapter 2, "Biological Development in Infancy & Childhood," pp. 50-94.

**Video:** Fetal Alcohol Syndrome (XSO789)

**Wk 5 - Sept 22**

**Psychological Theories & Early Development**

Bonding and attachment; Personality theories; Cognitive developmental theory  
Self-concept & self-esteem;

**Readings:** Zastrow & Kirst-Ashman, Ch. 3, "Psychological Development in Infancy & Childhood," pp. 95-149.

**Video:** Childhood tape 3 - Love's Labors (XSO448)

**Wk 6 -Sept 29**

**Social Systems, Infancy & Childhood**

Socialization and the family life cycle; Learning theory, discipline and punishment; the day care dilemma; ethnicity and scholastic performance

**Readings:** Zastrow & Kirst-Ashman, Chapter 4, Social Development in Infancy & Childhood," pp. 150-214.

Zastrow & Kirst-Ashman, Chapter 5, "Ethnocentrism and Racism," pp. 215-254.

**Video:** Childhood – Tape 5 Life's Lessons (XSO450)

**Wk 7 - Oct 6**

**\*\* IN-CLASS EXAMINATION \*\***

**Biological Impacts in Adolescence**

Biological changes in puberty; Psychosocial impact of biological changes.

Sexuality in adolescence; Identity formation;

**Readings:** Zastrow & Kirst-Ashman, Chapter 6, "Biological Development in Adolescence" pp. 255-290.

**Wk 8 - Oct 13**

**\*TOPIC & BRIEF OUTLINE OF FINAL RESEARCH PAPER DUE \*  
Psychological Issues in Adolescence**

Identity formation continued; Peer relationships; Moral development;  
Depression and suicide; Sexual Orientation; Acculturation  
Case Study: Teen Suicide

**Readings:** Zastrow & Kirst-Ashman, Chapter 7, "Psychological Development in Adolescence," pp. 291-326.

Zastrow & Kirst-Ashman, Chapter 13, "Sexual Orientation," pp. 550-583.

**Wk 9 – Oct 20**

**Social Development in Adolescents**

Gender Roles

Problem Behavior Theory; Youth Behavioral Risk and Protective Factors:  
Delinquency, substance abuse.

Interpersonal Relationships & Marriage Factors related to marital happiness

**Readings:** Zastrow & Kirst-Ashman, Chapter 8, "Social Development in Adolescence," pp. 327-368 & Zastrow & Kirst-Ashman,

Chapter 9, "Gender, Gender Identity, Gender Expression, & Sexism," pp. 369-408.

**Wk 10 – Oct 27**

**\*\*\* TAKE-HOME EXAM DUE AT THE BEGINNING OF CLASS\*\*\***

**Biological and Psychological Aspects of Young and Middle Adulthood**

Biology of Young & Middle Adulthood - Physical and intellectual changes  
Theories of adult development (Erikson/Peck/Levinson/Maslow)

**Readings:** Zastrow & Kirst-Ashman

Chapter 10, "Biological Aspects of Young and Middle Adulthood" pp. 409-440.

Chapter 11, "Psychological Aspects of Young and Middle Adulthood," pp. 441-487.

**Wk 11 - Nov 3**

**"Sociological Aspects of Young and Middle Adulthood,"**

Chapter 12, pp. 488-549

Biological Systems in Later Adulthood

Successful Aging; Health; Cognition; Functional Ability; Sensory Performance

**Readings:** Zastrow & Kirst-Ashman, Chapter 14, Biological Aspects of Later Adulthood," pp. 584-611

**Video:** Sixth Sense

**Wk 12 - Nov 10**

**\*\*\* DRAFT OF FINAL PAPER SECTIONS 1, 2, 3 DUE IN CLASS \*\*\***

**Psychological Systems in Later Adulthood**

Developmental tasks; Mental health; Spirituality and religion; Stress & Coping

**Readings:** Zastrow & Kirst-Ashman, Chapter 15, "Psychological Aspects of Later Adulthood," pp. 612-638.

**Video:** Acting Our Age (TB0539A)

**Wk 13 - Nov 17**      **CLASS IS CANCELLED. Will meet in the classroom to provide consultation/assistance with research paper.**  
**Readings:** Chapter 15, "Psychological Aspects of Later Adulthood."

**Nov. 24    THANKSGIVING DAY—CAMPUS CLOSED**

**Week 14-- Dec 1**      **\*\*\* DRAFT OF FINAL PAPER SECTIONS 1, 2, 3 DUE IN CLASS**  
**Social Systems in Later Adulthood; Demographic changes; Retirement; Kinship care; social support, End-of-life care**  
**Readings:** Zastrow & Kirst-Ashman, Chapter 16, "Sociological Aspects of Later Adulthood," pp.639-663.  
**Video:** Acting our Age (TB0539A)

**Wk 15 –Dec 8**      Catch up w/unfinished material & Course Review.  
Early dismissal to provide further help with the research paper

**December 9:**      **Final paper due in my mailbox no later than 5:00 pm.**

**DATES OF EXAMS AND ASSIGNMENTS (all due in class except the Final)**

<b>Hour Exam</b>	<b>10/6/11</b>
<b>Outline/description of research paper</b>	<b>10/13/11</b>
<b>Take Home Exam</b>	<b>10/27/11</b>
<b>Draft of Final Paper Sections 1,2,3</b>	<b>12/1/11</b>
<b>Final Research paper due</b>	<b>12/9/11 BY 5:00 pm</b>

## **BIBLIOGRAPHY**

### **General:**

Newman, B.M. & Newman, P.R. (2003, 8<sup>th</sup> ed.). Development through life: A psychosocial approach. Belmont, CA: Brooks/Cole.

Norton, D.G. (2002). Ecology and Plurality. An Ecological systems framework for a pluralistic curriculum: Beyond the dual perspective. Alexandria, VA: Council on Social Work Education.

Robbins, S.P., Chatterjee, P., and Canda, E.R. (1998). Contemporary Human Behavior Theory: A Critical Perspective for Social Work. Boston: Allyn & Bacon; Chapter 1: "The Nature of Theories."

Werner, E. & Smith, R. (1992). Overcoming the odds: High risk children from birth to adulthood, Ithaca, NY: Cornell University Press.

Werner, E.E. & Smith, R.S. (2001). Journeys from Childhood to Midlife. Risk, Resilience, and Recovery. Ithaca, NY: Cornell University Press.

### **Childhood:**

Eyer, D.D. (1992). Mother-infant bonding: A scientific fiction. New Haven, CT: Yale University Press.

Bassuk, Ellen L., Brooks, Margaret G., Buckner, John C. & Weinreb, Linda F. (1999). Homelessness and Its Relation to the Mental Health and Behavior of Low-Income School-Age Children. Developmental Psychology, 35, 246-257.

Pihl, R. O. & Bruce, K. R. (1995). Cognitive impairment in children of alcoholics. Alcohol Health and Research World, 19(2), 142-147.

McLoyd, V. C. (1998). "Socioeconomic disadvantage and child development", Journal of the American Psychological Association, 53, 185-204.

### **Adolescence & Young Adulthood:**

Dishion, T.J., McCord, J., & Poulin, F. (1999). When Interventions Harm: Peer Groups and Problem Behavior. American Psychologist, 54(9), 755-764.

Jessor, R. (1991). Risk behavior in adolescence: A psychosocial framework for understanding and action. Journal of Adolescent Health, 12, 597-605.

Steele, C. & Aronson, J. (1995). "Stereotype threat and intellectual test performance of African Americans." Journal of Personality and Social Psychology, 69(5) 797-811.

Steinberg, L. (2002). *Adolescence*, (6th ed.) New York: McGraw-Hill.

### **Middle Adulthood:**

Kurdek, L. (1998). Relationship outcomes and their predictors: Longitudinal evidence from heterosexual married, gay cohabiting, and lesbian cohabiting couples. Journal of Marriage and the Family, 60, 553-568.

Lazarus, R. S. (2006). Stress and Emotion: A New Synthesis. New York, NY: Springer Publishing.

Durkin, K. (1995). Developmental Social Psychology. Cambridge, MA: Blackwell.  
Chapter 18: "Adulthood: Development, relationships, and roles" (pp.595-630).

Staudinger, U.M. & Bluck, S. (2001). A view on midlife development from life-span theory, In M. Lachman (ed.), Handbook of Midlife Development, New York, NY: John Wiley & Sons. (pp. 3-39).

### **Older Adulthood:**

Diwan, S. & Balaswamy, S. (2005). "Social Work with Older Adults in Health Care Settings." Book chapter in S. Gehlert & T.A. Browne (eds.), Handbook of Health Social Work, Hoboken, NJ: John Wiley & Sons, Inc., pp. 417-447.

Lachs M. S. & Pillemer, K. (2004). Elder Abuse. The Lancet, 364, (9441), 1263-1272.

Pearson, V. I. (2000). Assessment of function in older adults. In R. L. Kane, & R. A. Kane (Eds.), Assessing older persons: Measures, meanings, and practical applications (pp. 17 – 48). New York: Oxford University Press.

Rowe, J.W. & Kahn, R.L. (1997) Successful Aging. The Gerontologist. 37(4), 433-440.

Minkler, M. & Fadem, P. (2002). Successful Aging: A Disability Perspective. Journal of Disability Policy Studies, Vol. 12 (4), p. 229-236.

## 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.

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<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.

### **DIAL 9 – 1 – 1**

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