

**SAN JOSÉ STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**Social Work with Aging Populations**

ScWk/Gero 251 – 3 units (Course Code: 47448/48378)

**Fall 2011**

\* (subject to change with fair notice)

Instructor: Anne Manley MSW

Class Meeting Time: Monday 6:00 pm -8:45 p.m.

Office Hours: By appointment

Phone: 408/219-3762 cell

Office: By arrangement

Classroom Location: SH 242

E-Mail: anne.manley@sjsu.edu

**Catalog Description**

Knowledge and skill development for practice from a transcultural multi-systems perspective in aging settings. Emphasis on Latino, African American, Asian American, and other diverse client systems. Conceptual frameworks for practice at micro, mezzo, and macro levels. (3 units. An elective)

**Course Description**

ScWk/Gero 251 is an advanced level social work course in which students explore multiple facets of social work practice with older adults and their families and caregivers. From a transcultural multi-systems perspective, this course emphasizes social work skills, knowledge, values, and theoretical frameworks for practice with older adults at micro, meso/mezzo, and macro levels. In this course, students will examine and analyze critically current gerontological practice and knowledge and frameworks, intervention and assessment skills, and case management and delivery systems. In doing such, emphases will be made with regard to the impact of current gerontological social work practice skills with minority and disenfranchised populations. Additionally, students will examine mental health and psychopathology amongst older adults, subjective well-being and happiness in later life, life review therapy and autobiography groups, and theoretical and philosophical perspectives on aging.

**Learning Objectives**

At the conclusion of ScWk 251, students will be able to:





1. Discuss tools and techniques to assess older adult clients and related systems with emphases on bio-psycho-social issues, spirituality, strengths, and resilience.
  - M2.7 (ASSESS & INTERVENE)
2. Delineate the application of life stage theories relevant to older adults and an application of these to social work practice with older adults and caregivers.
  - M2.5 (CRITICALLY EVALUATE THEORY)

3. Demonstrate skill in evaluating the empirical support for social work interventions with older adults and related systems.
  - M4.4 (ASSESS QUALITY OF PRACTICE)
4. Articulate knowledge about the design and implementation of gerontological social work interventions, including but not limited to interdisciplinary collaboration and consultation, client care management, clinical and life review interventions, and interventions with families, caregivers, and community-based organizations.
  - M2.7 (ASSESS & INTERVENE)
5. Demonstrate the capacity for critical thinking, self-awareness and self-reflection in relation to gerontological practice issues, including, but not limited to countertransference issues and ageism.
  - M2.6 (SELF EVALUATION)
6. Apply with integrity social work values, ethics, and legal mandates in all phases of contacts in social work with older adults.
  - M1.4 (RESOLVE ETHICAL DILEMMAS)
7. Demonstrate understanding of a transcultural multi-systems perspective to gerontological social work interventions that reflects an understanding of the importance of diversity including populations-at-risk, Latinos and Latinas, African and Asian Americans, women, GLBTs (gay, lesbian, bisexual and transgender persons), and other marginalized and disenfranchised older populations.
  - M1.5 (APPLY TRANSCULTURAL MULTI-SYSTEMS)

### Learning Experiences

The format for this course is a seminar, emphasizing discussion and participation. Students are expected to take responsibility for their own learning. Please communicate with the instructor regarding any concerns about the course and your progress in it. This will help you to avoid any surprises at the end of the semester. Classes will consist of lecture, discussions, and presentations, seminar-style. Audiovisual materials, guest speakers, and other methods will augment the seminar experience. Students are encouraged to discuss their field experiences in class. NOTE: Some video assignments will need to be completed outside of the class time.

#### Note on Icons used in syllabus:

	Indicates a Web-based curriculum or readings
	Indicates a pdf file – via email or on course Web page
	Indicates a video assignment
	Indicates a case study assignment

## Assignments, Grading, and Evaluation

The course is worth 100 “points” with letter grades assigned as follows:

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-		

Your grade will be determined from evaluations of the following:

**EVIDENCE-SUPPORTED PRACTICE PAPER:** - **OUTLINE DUE OCT 24<sup>th</sup>; FINAL Paper due Dec 5<sup>th</sup>**

Pick a problem area that you would like to examine – you may consult your Field Instructor to see if there is something useful that you can look at in the context of your agency – or you can pick one that you are interested in. The paper will be around 11 – 13 pages – DOUBLE spaced – Using APA style for headings, references, etc. POINTS = 30

Examples include:

- Treatment of post-traumatic stress among older refugees
- Palliative care for elders
- Community-based case management for seniors
- Group therapy for early dementia
- Health promotion for elders

**NOTE: Since one of your assignments already addresses caregivers of persons with dementia, you are required to NOT choose that topic for your paper.**

**1)** Describe and define the issue or problem area:

e.g., the extent of the problem (prevalence); nature of the problem (how it is manifested); If looking at an issue or service (e.g. case management or health promotion) then describe why it is needed and by whom; what actually is meant by the issue or service – what is done; what happens to those who need it but do not receive it. Be specific and somewhat narrow in terms of describing the issue or problem. (Approx 2-3 pages)

**2)** Describe at least four studies (at various levels of evidence – see the Reading on the website 11-Evidence-based Practices Paper) that have examined the efficacy of available treatment or practice to address the issue or problem. Discuss the level of evidence available to address the problem.

Describe the level of specificity available to actually implement an evidence-based program – are there manuals? Is there enough detail available so that the protocols can be replicated? Provide an overview of these protocols – that is what exactly would one do to “implement” the evidence-based practice? (Approx 8 pages)

**3)** Provide an overview of the state of the evidence – e.g., How well does it address multicultural populations? What remains to be examined? (1 – 2 pages).

**FINAL CLASS PRESENTATION: DUE Nov 28 & Dec 5 – Agency Presentations – Presentation Dates will be assigned POINTS = 10**







**Agency description:**

Select an agency (ideally your field placement OR visit another section of your agency OR any agency) **that serves older adults**. The choice of agency should be made in consultation with the instructor. This assignment consists of **two parts**: 1) an ORAL presentation made to the class, and 2) A two page write-up of your presentation which you turn in at the beginning of your presentation. Copies of presentation materials should also be provided to class members on the day of your scheduled presentation. Your presentation on this agency should include the following:

1. A description of the agency and of the social services unit that works with the older clients within that agency (i.e. if the agency serves multiple populations or has diverse functions, e.g. a hospital or nursing home, DCFS, etc.).
2. What is the funding source for the agency and/or unit? What influence does legislative policy (local, state, & federal level) have upon this agency and its services?
3. Describe the composition of agency's staff.
4. Describe the type of clients served. What are the major problems in psychological, social and/or physical functioning faced by the clients? What are the demographic characteristics of the clients served by this agency or unit? Briefly describe a typical OLDER client or case served by this agency.
5. Describe the type of services provided by social workers to older clients. What roles are required of social workers to implement services? How accessible are the agency's services to clients or prospective clients?
6. What are problems faced by social workers in delivering services - i.e. knowledge and training, financial and other resources, etc? What do the social workers think about the impact of their services on the lives of their clients?
7. What are your overall impressions of this agency in terms of its personnel and services to older adults?

**NOTE: We may alter this assignment – depending on the size of the class and where students are in terms of their placements.**

- **Class Discussion/Presentation/ Written Assignments = 50 points (10 points for each). Assignments will be no more than 2 pages in length, single –spaced.**

1. **DUE Sept 19.**  Watch an Assessment Video from the Hartford Institute of Geriatric Nursing Try This Series. Present and discuss the assessment tool and the process of assessment. URL: [http://www.hartfordign.org/Resources/Try\\_This\\_Series/](http://www.hartfordign.org/Resources/Try_This_Series/)
2. **DUE Oct 10.**  Case study with application of different theoretical approaches (Case Study)
3. **DUE Oct 24.**  Also visit the *National Registry of Evidence-based Practice and Programs* (NREPP), read the write up on the REACH Intervention with caregivers of persons with Alzheimer's; develop an intervention with a caregiver; and discuss interventions in the class. (See Assignment on course page)  
<http://www.nrepp.samhsa.gov/>  
 Visit the website for *Family Caregiver Alliance* [www.caregiver.org](http://www.caregiver.org) and describe 2 resources that you might give based on the intervention you described above.
4. **DUE Oct 31.**  Visit the website for the Stanford Geriatric Education Center and read the Overview of depression and cognitive loss/dementia in elders with diabetes chapter from the Mental Health Aspects of Diabetes in Elders from Diverse Ethnic Backgrounds Curriculum. Also select an ethnic group presented in the Curriculum and present basic findings and participate in a discussion of commonalities and differences.  
[http://sgec.stanford.edu/diabetes\\_mh.html](http://sgec.stanford.edu/diabetes_mh.html)
5. **DUE Nov 21.**  Watch the movie "Tuesdays with Morrie" – Describe and discuss life stage issues, the concept of a good life and a good death, relevant practice theories, and implications for social work practice in end-of life care.
6. **DUE Dec 5. Evidence-supported Practice Paper** (30 points)
7. **DUE Nov 28. & Dec 5** – **Agency/Case Presentations** (10 points)
  - **Overall Class Participation** = (10 points). Professional development includes participation in consultation with colleagues, attendance at meetings, and via other communications colleagues, client systems, and peers. Refining professionalism occurs with practice. Active class participation demonstrates this continued professional development. The grade is based on quality cooperative participation to the classroom learning environment, critical thinking, and attention to skill building in practice discussions and simulations.

### Formatting Requirements for Papers

All papers must be typed double spaced using either Arial or Times New Roman font in pica 12. Papers must conform to APA standards, 6<sup>th</sup> edition, for writing, citation, and documentation.

Writing should be succinct, use appropriate headings, and free of grammar and spelling errors.

**Late assignments** will have 10 percent deducted for the first week that they are late. Assignments will not be accepted more than 1 week after their due date. If you anticipate a problem submitting an on-time assignment, it is your responsibility to contact and speak with the instructor to make alternate arrangements.

**If you are submitting a late assignment**, it must be submitted either directly to your instructor or to the School of Social Work main office and the date of receipt must be stamped on the front page. It is your responsibility to confirm that your instructor has received your paper.

**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)

**Campus policy in compliance with the Americans with Disabilities Act**: “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/>.

### **Required Texts**

1) McInnis-Dittrich, K. (2008). *Social work with older Adults*. (3rd ed.) San Francisco: Pearson Education. **ISBN-10:** 0205593607

### **Recommended Texts**

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed. TR). Washington, DC: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed. ; 2<sup>nd</sup> Printing). Washington DC: Author.

**Course Outline:**

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**August 29, Class 1:** Overview of the Course; The Context of Aging Practice - Individual, Family, Groups, Organizations, Community; Myths & Facts of Aging; Biopsychosocial Approach; Ecological theory overview; Complex Service Systems. Social work roles; Transcultural Perspective

**Readings:** McInnis-Dittrich, Chap 1 & 13

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**September 5, Class 2:** No Class. Labor Day Holiday.

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**September 12, Class 3:** Demography of aging & implications for social work practice; Theories and Perspectives on Aging & implications for social work practice– “Successful” Aging; Macro theories: Role Theory; Activity Theory; Disengagement Theory; Continuity theory; Life Course; Developmental theory. Micro theories – focusing on specific phenomena – e.g. socioemotional selectivity theory. Practice theories (prescriptions for interventions).

**Video:** Initial assessment and reflections through supervision (Gelman)

**Readings:** McInnis-Dittrich, Chap 3; Huber Chap 1 & 2



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.



Rossen, E., Knafi, K., & Flood, M. (2008). Older Women's Perceptions of Successful Aging. *Activities, Adaptation & Aging*, 32(2), 73-88.

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**September 19, Class 4:** Biopsychosocial Issues in Older Adulthood and Assessment; Strength-based assessments

**Readings:** McInnis-Dittrich, Chap 2, 3, 4;



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.



Uman, G.C. (1997). Where's Gertrude? *Journal of the American Geriatrics Society* Volume 45(8), 1025-1026.

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**September 26, Class 5:** Biopsychosocial factors and Assessment – continued... Considerations for Transcultural Practice

**Readings:**



Abramson, T. A., Trejo, L., & Lai, D. W. L. (2002) Culture and mental health: Providing appropriate services for a diverse older population. *Generations* 26, 21-27.



Schope, R. D. (2005). Who's afraid of growing old? Gay and lesbian perceptions of aging. *Journal of Gerontological Social Work* 45(4), 23-39.

**Assignment:**



Watch an Assessment Video from the Hartford Institute of Geriatric Nursing Try This Series. Present and discuss the assessment tool and the process of assessment.

URL: [http://www.hartfordign.org/Resources/Try\\_This\\_Series/](http://www.hartfordign.org/Resources/Try_This_Series/)

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**October 3, Class 6:** Mental Health. Depression & Anxiety; Evidence-supported Treatment  
**Video:** APA video on Multimodal Treatment of Depression (Lichtenberg)

**Readings:** McInnis-Dittrich Chap. 5;



MAC Resource Reviews: Mental Health. Chaps 2 & 3. Anxiety & Depression  
<http://www.cswe.org/CentersInitiatives/GeroEdCenter/Programs/MAC/Reviews/MentalHealth.aspx>



Diwan, S., Jonnalagadda, S., & Balaswamy, S. (2004). Resources predicting positive and negative affect when experiencing stressful life events: A study of older Asian Indian immigrants in the U.S. *The Gerontologist*, 44(5), 605-614.



Mui, A.C. & Kang, S. (2006). Acculturation stress and depression among Asian immigrant elders. *Social Work*, 51(3), 243-255.



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**October 10, Class 7:** Mental Health continued... Dementia; Depression in Dementia; Differential diagnosis; Evidence-supported Treatment  
**Video:** APA video on Adapting Psychotherapy for Working with Older Adults (Knight)

**Readings:** McInnis-Dittrich Chap. 5




MAC Resource Reviews: Mental Health. Chap 5. Depression in Older Adults with Dementia  
<http://www.cswe.org/CentersInitiatives/GeroEdCenter/Programs/MAC/Reviews/MentalHealth.aspx>

-  Braun, K. L. & Browne, C. V. (1998). Perceptions of dementia, caregiving, and help seeking among Asian and Pacific Islander Americans. *Health & Social Work, 23* (4), 262-274.
-  Sabat, Steven R. Mar2006, Mild Cognitive Impairment: What's in a Name? *Philosophy, Psychiatry, & Psychology, 13*(1), 13-20.

**October 17, Class 8:** Diverse Intervention Approaches for socioemotional problems  
Narrative therapy; Life review; CBT; Problem solving therapy; task centered case mgmt  
Alternative Interventions for socioemotional problems, Spirituality

**Video:** APA video on Problem Solving Therapy (Nezu)

**Readings:** McInnis-Dittrich Chap. 6, 7, 10

-  Kennedy, G. & Tanenbaum, S. (2000). Psychotherapy with Older Adults. *American Journal of Psychotherapy, 54*(3), 386-407.

**Assignment:**



Case study with application of different theoretical approaches (Case Study -TBD)

**October 24, Class 9:** Substance Use. Focus on assessment and intervention, Co-occurring disorders. Transtheoretical approach – motivational enhancement with older adults

**Video:** Motivational enhancement with older adults at-risk for substance use (McCracken)

**Readings:** McInnis-Dittrich Chap. 8



MAC Resource Review: Substance Use, Chapters 1 (Intro), 4 (Detection), & 5 (Treatment).  
<http://www.cswe.org/CentersInitiatives/GeroEdCenter/Programs/MAC/Reviews/SubstanceUse.aspx>




Hanson, M. & Gutheil, I.A. (2004). Motivational Strategies with Alcohol-Involved Older Adults: Implications for Social Work Practice. *Social Work, 49*(3), 364-372.

## **FINAL PAPER OUTLINE DUE**


**October 31, Class 10:** Caregiving: Practice Issues with Caregivers of Older adults; Aging caregivers – mental illness, developmental disabilities, grandparent caregivers


**Video:** Caregivers of persons with dementia and reflections (Gelman)

**Readings:** McInnis-Dittrich Chap. 12

 Ingersoll-Dayton, B. Schroeffer, T. & Pryce, J. (1999). The effectiveness of a solution-focused approach for problem behaviors among nursing home residents. *Journal of Gerontological Social Work*, 32(3), 49-64.

**Assignment:**

 Also visit the *National Registry of Evidence-based Practice and Programs* (NREPP), read the write up on the REACH Intervention with caregivers of persons with Alzheimer's; develop an intervention with a caregiver; and discuss interventions in the class. (See Assignment on course page) <http://www.nrepp.samhsa.gov/>


 Visit the website for *Family Caregiver Alliance* [www.caregiver.org](http://www.caregiver.org) and describe 2 resources that you might give based on the intervention you described above.

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**November 7, Class 11:**

Health care – Chronic care management (Resource Review); Health care transitions  
Diverse Interdisciplinary Intervention Approaches  
Health Promotion, Falls Prevention; Recreation, Nutrition, (Speakers/Panel)

**Readings:**

 MAC Resource Review: Health. Chapter 2: Chronic Illness (sections 2.2, 2.4, & 2.5).  
<http://www.cswe.org/CentersInitiatives/GeroEdCenter/Programs/MAC/Reviews/Health.aspx>

**Assignment:**

 Visit the website for the Stanford Geriatric Education Center and read the Overview of depression and cognitive loss/dementia in elders with diabetes chapter from the Mental Health Aspects of Diabetes in Elders from Diverse Ethnic Backgrounds Curriculum. Also select an ethnic group presented in the Curriculum and present basic findings and participate in a discussion of commonalities and differences. [http://sgec.stanford.edu/diabetes\\_mh.html](http://sgec.stanford.edu/diabetes_mh.html)

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**November 14, Class 12: Elder Abuse & Neglect**


**Readings:** Huber Chapters 1, 2, 3; McInnis Chap 11


**Guest Speaker(s):** Ombudsman program/ Adult Protective Services



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**November 21, Class 13: End –of-life Care – Palliative care, hospice, ethical issues**

**Readings:** McInnis-Dittrich Chap. 10 & 11

 MAC Resource Reviews: Health. Chapter 4: Palliative Care. (Sections 1 & 2)  
<http://www.cswe.org/CentersInitiatives/GeroEdCenter/Programs/MAC/Reviews/Health.aspx>

 Bern-Klug, M. (2004). The ambiguous dying syndrome. *Health & Social Work* 29(1), 55-65.

-  Block, S. D. (2001). Psychological considerations, growth, and transcendence at the end of life: The art of the possible. *JAMA* 285, 2898-2906.
-  Stein, G. (2004). Improving our care at life's end: Making a difference. *Heath & Social Work*, 29, 77-79.

**Assignment:**



Watch the movie "Tuesdays with Morrie" – Describe and discuss life stage issues, the concept of a good life and a good death, relevant practice theories, and implications for social work practice in end-of life care. (See Assignment on course page)

**November 28, Class 14: AGENCY/CASE PRESENTATIONS**

**December 5, Class 15: AGENCY/CASE PRESENTATIONS**

Wrapping it Up: Course Summary & Evaluations.

**PAPER ASSIGNMENT DUE TODAY.**

**The World of Aging: Internet Links**

It is important to monitor what is occurring in the worlds of gerontology, aging research, advocacy, and social policy. You should subscribe to electronic newsletters and periodically visit websites, such as: (Note: this is not a complete list. There many other useful sites.)

Administration on Aging [www.aoa.dhhs.gov](http://www.aoa.dhhs.gov)

American Association of Retired Persons [www.aarp.org](http://www.aarp.org)

American Society on Aging [www.asaging.org](http://www.asaging.org)

Center for Long-term Care Financing [www.centerltc.com](http://www.centerltc.com)

Centers for Medicare and Medicaid Services [www.cms.hhs.gov](http://www.cms.hhs.gov)

Centers for Disease Control and Prevention –Aging Program <http://www.cdc.gov/aging/>

Department of Veterans' Affairs [www.va.gov](http://www.va.gov)

ElderWeb [www.elderweb.com](http://www.elderweb.com)

Family Caregiver Alliance [www.caregiver.org](http://www.caregiver.org)

Federal Intra-agency Forum on Age-related Statistics [www.agingstats.gov](http://www.agingstats.gov)

Gero-Ed Center, Council on Social Work Education

<http://www.cswe.org/CentersInitiatives/GeroEdCenter.aspx>

International Federation on Aging <http://ifa-fiv.org>

The National Academy on an Aging Society [agingsociety.org](http://agingsociety.org)

National Alliance for Caregiving [www.caregiving.org](http://www.caregiving.org)

National Council on Aging [www.ncoa.org](http://www.ncoa.org)

The Positive Aging Newsletter [www.healthandage.com](http://www.healthandage.com)

Social Security Administration [www.ssa.gov](http://www.ssa.gov)

**Organizations to Join (at student rates)**

American Society on Aging (ASA) [www.asaging.org](http://www.asaging.org)

California Council of Gerontology & Geriatrics <http://www.ccgg.org/>

Gerontological Society of America (GSA) [www.geron.org](http://www.geron.org)

## 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> Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

### FIRES EARTHQUAKES AND OTHER DISASTERS:

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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>)

- 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.
- 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.