

SAN JOSÉ STATE UNIVERSITY – SCHOOL OF SOCIAL WORK
SW224: TRANSCULTURAL MULTI-SYSTEMS PRACTICE:
A SPANISH/ENGLISH FRAMEWORK
Section I - COURSE CODE 45083
Fall, 2011

Instructor:	Dr. Migdalia Reyes
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Office Hours:	Tues & Weds from 3 to 5 PM, and Mon & Thurs by appointment
Class Days/Time:	Tuesdays 6:00 to 8:45 PM
Classroom:	CCB 101

Catalog Description

Analysis of culturally relevant services to linguistic minority Spanish-speaking population from a transcultural multi-systems perspective. Skills to include Spanish language interventions appropriate for cultural access, appropriate assessment, individual, family, and group interventions, and advocacy for client systems at all levels.

Course Description

This course is an elective (in the fields of practice – second year) that uses the curricular framework of transcultural multi-systems practice to educate advanced social work students. The focus is to improve critical thinking skills, and competencies of social work practice related to culturally appropriate delivery of services to Latino Spanish-speaking clients. The course also emphasizes critical consciousness related to issues of social and economic justice for Latinos in the United States.

Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

- PO 1. *Identify as a professional social worker and conduct oneself accordingly*
- PO 2. *Apply social work ethical principles to guide professional practice*
- PO 3. *Apply critical thinking to inform and communicate professional judgments*
- PO 4. *Engage diversity and difference in practice*
- PO 5. *Advance human rights and social and economic justice*
- PO 9. *Respond to contexts that shape practice*
- PO 10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

Upon completion of ScWk 224 students will be able to:

1. Demonstrate self awareness and the capacity to critically analyze delivery of services to diverse Latino populations by utilizing linguistic and ethnically-competent practice frameworks, culturally sensitive programs, and effective delivery of services. PO: 1 (a, b, c) (Professional Social Work); PO: 3 (a, b) (Critical Thinking); & PO: 9 (a, b) (Shape Practice)
2. Demonstrate knowledge of professional social work values and NASW code of ethics in decision-making methods and the capacity to apply these when delivering services to Latino populations. PO: 2 (a, b) (Ethics)
3. Demonstrate effective, professional and proficient Spanish oral and written communication skills (bicognitive and bilingual abilities). PO: 3 (a,c) (Critical Thinking)
4. Delineate the application of knowledge of socio-cultural, economic/political systems, as well as understand the different forms of oppression related to race, ethnicity, class, sexual orientation, disability, linguistic abilities, immigration status that challenge Latino populations, and their well-being. This includes the use of a transcultural perspective (self-reflexivity/positionality; power, privilege and oppression; respectful partnership; and frameworks for culturally responsive practice). PO: 4 (a, b, c, d, e) (Diversity) & PO: 5 (a) (Social and Economic Justice)
5. Promote the use of strategies that fight discrimination against Latinos, and barriers to resources, as well as support mechanisms for achieving social, economic and political justice. PO: 5 (b, c) (Social and Economic Justice)
6. Utilize conceptual frameworks that inform the process of completing a psycho-social assessment, create, and evaluate an intervention with individuals, families, groups, and communities. PO: 10 (a, c) (Intervention and Evaluation)

Required Texts/Readings

- I. SW224 Course Reader is available at Maple Press - 481 E. San Carlos St. - (408) 297-1001. See Topic Outline and Assignments for required readings.
 - II. Reyes, M., (2004). *Al compás de la lucha y la añoranza: Un manual educativo sobre la dependencia del alcohol y otras drogas*. Puerto Rico: Editorial Edil (sold in class). Available at the King Library.
- II. Spanish-English Dictionary

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or Crystal.Goldman@sjsu.edu.

Classroom Protocol

Notice: In order to save resources the School of Social Work is moving toward the distribution of class syllabi and handouts via electronic means (e.g., email and internet).

This course includes didactic lectures, interactive learning exercises, and seminar-style discussion. Audiovisual materials, guest speakers, and other methods will augment the seminar experience. It will be conducted primarily in Spanish and students are expected to speak Spanish in class participation and during the class teatro presentations (interactive scripts). Some readings are in Spanish, and it is highly recommended that the quizzes, and the group paper are written in Spanish. This will enable the student to develop skills necessary for working with Spanish-speaking Latino clients systems. Students are expected to maintain professionalism; this includes preserving the confidentiality of clients/cases (discussed in class or written in assignments) and their professional peers (e.g., FFLs, FI, and fellow students). Professional development includes consultation with fellow students. This includes being respectful of each other's opinions, perspectives and ideologies; refraining from disruptive behavior; and using each other as resources. I ask you to consult with me when you do not understand what is covered, open yourself to asking questions, and be engaged in your learning. Please also communicate with me regarding any concerns about the course and your progress in it.

I take very seriously the responsibility of grading your work and will always strive to be fair in my evaluations. Please know that I provide a lot of feedback and often will edit in the spirit of helping improve the quality of your work. If your work will result is less than a B-, I will on a one-time basis allow you to rewrite and resubmit. This will help you practice, as well as obtain higher points (grade). Note, however, that a rewrite does not qualify for the full assignment points. My guidelines on contested grades is as follows: If you are unhappy with a grade, I require you to wait at least one day after receiving your work before contacting me to discuss the matter. During this time, I ask that you read and consider my comments carefully. It would help if you rewrote your paper or exam using the feedback and or editing I provided. I also ask that you have

ready specific reasons why you believe the grade to be inaccurate, and to come prepared to discuss the grade you think you deserve. I will take your thoughts seriously and will listen earnestly to each request and judge it on its merits.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Your grade in this course will be based on your presentations, written work, examinations and participation as follows:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Examinations # 1-5	25	SLO: 2,3,4,5,10
Teatro Participation	15	SLO: 1,2,3,4
Teatro Presentation	20	SLO: 1,2,4,10
Teatro Group Paper	20	SLO: 3,4,9,10
Class Participation	20	SLO: 1,2,3,9,10
Total	100	

Penalty for Late Work

All assignments will be turned at the start of class by the due date. Depending on the assignment, 5% will be deduction if turned in after the due date.

Assignment 1 Exams

1) Five (5) short take-home exams will be given during the semester. These involve critical thinking related to the topics discussed in class (see syllabus for specific session). Dates of exam are: (1) Session IV, 9/20; (2) Session V, 9/27; (3) Session VII, 10/11; (4) Session VIII, 10/18; and (5) Session IX, 10/25.

Assignment 2 Teatro Participation and Presentation

During Session IV, 9/20 each student will be assigned to a teatro group (4 or 5 members). A lottery system will be used. Each group must list their topic on the sign-up sheet by Session VII 10/11. During Session VIII, 10/18 the teatro group will be scheduled. A lottery system will be used. During Sessions XI and XII, 11/8 & 11/15 the groups will present their teatro. Each presentation should not exceed 30 minutes per group (points will be taken off on groups that

exceed the time limit). The presentations must be in Spanish, and show a social work related problem or issue, accompanied by an intervention (macro, mezzo or micro). It is essential that the context of the teatro show competencies (learning objectives highlighted) of this course. The teatro will be videotaped to enable the participants to self-evaluate their progress as Spanish-speaking social workers in-training. It is strongly recommended that the group prepares a class handout (a teatro program) describing the topic, listing the participants, and the role each play in the teatro, and provide a listing of any resources used (e.g., literature and internet sources). Each member of the group must participate in all aspects of the teatro project. This includes organization, presentation, and writing the final group paper (11/29). The members of the group are **all** responsible for ensuring equality regarding workload distribution and teatro (acting) participation.

Assignment 3 Teatro Group Paper

The written teatro paper is a group paper that must clearly specify the sections written by each member of the group. It consists of a recording of the process related to organizing the project, strengths and weakness of the organization process, material used to develop the project, such background information of the chosen social problem (including a reference list), and what was learned from participating in the project. It is highly recommended that the paper be written in Spanish. The group paper should not exceed 4 pages. The written teatro paper is due on Session XIV, 11/29.

Class Participation

Because this course is intended to build on linguistic abilities, students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. Social work professional development includes consultation with student colleagues, and accountability to the larger group. Therefore, chronic tardiness, more than one unexcused absence, disruptive behavior (including the use of laptops and cell phones for other than class-related activities) and inattentiveness, will be reflected in the participation grade. 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 on time. 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 personal and professional knowledge and social work practice expertise. Class attendance is required during teatro group meetings, and when presenting the teatro. The group teatro meetings will have the opportunity to meet during the end of class on 10/18 (Session VIII); 10/25 (Session IX); and 11/1 (Session X).

APA Format and Writing Requirements:

The Publication Manual of the American Psychological Association, is the style manual adopted by the Masters in Social Work Program. All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is not necessary*. All papers must use standard, 11 or 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. All papers should be written in standard/formal Spanish; avoid slang and refrain from overuse of jargon. It is strongly recommended that you use a Spanish language feature under tools and edit your work with the use of spell check and grammar check. 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.

Exams and the group paper will be graded according to the following criteria:

- 1) Addressing the topic that is relevant to the assignment.
- 2) Clarity and flow of written discussion.
- 3) Answering questions completely and thoughtfully.
- 4) Demonstrate understanding and using critical analysis.
- 5) Obvious effort and attention to the material required for the assignment, including the use of Spanish.
- 6) Organization.
- 7) Appropriate citing and referencing of sources used (APA).

Submitting Papers

It is important that papers are submitted on time. Please note that I am unable to accept papers on line. Depending on the assignment, late submissions will have a 2 to 10 of the total points deducted. If not in class when an assignment is due, you must bring it directly to my office, or give it to a front-office staff person at the School of Social Work's main office (WSQ Hall Suite 215) by 5:00 PM. The date of receipt must be stamped on the front page by the staff person. It is your responsibility to confirm that I have received your paper.

Grading

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

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

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving

proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

School of Social Work Policies

School of Social Work Writing Policy

The Instructor will return assignments ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

A unique error is an error that will be counted 1 time. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

University Resources

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU

colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

TOPIC OUTLINE AND ASSIGNMENTS

COURSE OUTLINE

Session I, 8/30

Course introduction. Exercises to determine students’ level of Spanish competency.

Session II, 9/6

Diversity of Latino groups in the USA; issues of populations at risk.

Assignment:

Check the web for 1 piece of information about Latinos in the USA, and bring to class.

Reading Assignments:

Lotito, B. (1988). *Overview: What is culture?* (pp.2-3), and *Historical perspective: What’s in a name?* (pp.4-6). In *Entre nosotros* New York: Newbury House Publishers.

Wayne, Sanchez, T. and Jones, S. (2010). The diversity and commonalities of Latinos in the United States (pp. 31-44). In R. Furman & N. Negi. *Social work practice with Latinos*. Chicago: Lyceum Books, Inc.

Recommended:

Organista, K. C. (2007). The americanization of Latinos (pp. 3-38). In *Solving Latino psychosocial and health problems: Theory, practice and populations*. Hoboken, N.J.: Wiley and Sons, Inc.

Session III, 9/13

Overview of transcultural values and skills in social work practice, including mental health services, community social work, group work and administration in social work.

Reading Assignment:

Zayas, L. H., Torres, L. R. Kyriakakis, S. (2010). Cultural competent assessment of Latinos (pp. 161-183). In R. Furman & N. Negi. *Social work practice with Latinos*. Chicago: Lyceum Books, Inc.

Session IV, 9/20

Clinical interventions in delivering services to Latinos.

Exam #1

Time to join a group to develop their teatro group project.

Reading Assignment:

Class handout on Depressive Disorder:

DSM IV (1995). *Manual diagnóstico y estadístico de los trastornos mentales*, Massón, S.A. Barcelona, España. (Director de la edición española: Juan J. López-Ibor Aliño, co-director, Manuel Valdés Miyar)

Session V, 9/27

Social Work with Latino Families.

Video: *Semillas del Futuro*

Exam #2

Reading Assignment:

Magaña, S. & Ybarra, M. (2010). Family and community as strengths in the Latino Community (pp. 69-84). In R. Furman & N. Negi. *Social work practice with Latinos*. Chicago: Lyceum Books, Inc.

Session VI, 10/4

Social Work with children and youth.

Reading Assignment:

Lotito, *Nonverbal communication: Children's behavior* (pp.231-233).

Groups will submit the title of their teatro presentation

Session VII, 10/11

Alcohol and other drugs: Dependence and abuse; relapse and prevention.

Exam #3

Reyes, M., (2004). El alcohol y otras drogas (pp. 2-20). *Al compás de la lucha y la añoranza: Un manual educativo sobre la dependencia del alcohol y otras drogas*. Puerto Rico: Editorial Edil.

Session VIII, 10/18

Social status and political considerations related to the oppression of Latina women, feminist and organizing.

Video: Retrato de Teresa

Exam #4

Reading Assignment:

Choose 1 of 2:

Lotito, *Historical perspective: Machismo and the role of women* (pp.180-190).

Valle, N. (1994). *Crianza feminista del varón: Mujeres ensayan nuevas ¿y liberadas? formas para criar a los niños*. FEM 18, no.136 (pp.8-9).

Teatro presentation will be scheduled.

The members of the teatro groups will meet at end of class.

Session IX, 10/25

Gay males, lesbian women, bisexual and transgender Latinos/as.

Video: *Con...vivencias: Un acercamiento a la comunidad lésbica, gay, bisexual y transexual* (LGBT). Mexican LGBT movement.

Exam #5

Reading Assignment:

Mogrovejo, Norma (2000). *Saliendo del clóset, problemas conceptuales, and saliendo del clóset como un proceso de desarrollo*. Un amor que se atrevió a decir su nombre: La lucha de las lesbianas y su relación con los movimientos homosexuales y feministas en América Latina (pp.72-74). Mexico D.F.: Plaza y Valdez Editores.

The members of the teatro groups will meet at end of class.

Session X, 11/1

Alternative healing practices, and delivering social work services to the aging Latino/a.

Reading Assignment:

Choose 1 of 2:

Ajjan, D., L. *¿Qué es la medicina natural?* (10-16); Ajjan, D., L., *Terapias naturales: Una visión general* (pp.21-60).

Lotito, *Historical perspective: Seeking medical and psychological aid in the Spanish-speaking world –a wide spectrum* (pp.409-416).

Optional reading:

Beaver, M. L. & Miller, D. A. (1998). La experiencia del envejeciente (pp. 21-56).

En *La práctica clínica de trabajo social con las personas mayores: Intervención primaria, secundaria y terciaria*. Barcelona: Paidós.

The members of the teatro groups will meet at end of class.

Session XI and Session XII, 11/8 & 11/15

Teatro group presentations.

Session XIII, 11/22

Teatro Group meeting for completing final teatro paper.

Session XIV, 11/29

Watch teatros, and critique interventions.

Assignment: **Teatro final paper due**

Session XV, 12/6

Course wrap-up and complete course evaluation.

¡BUENA SUERTE!

San José State University
Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² 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; 5th 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-		

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹Critical 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.

²Communication 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.

³According 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).

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

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.
- 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.