
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW332	Instructor:	Shannon K. Johnson, MSW, MPP
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Semester:	Spring 2014	Phone:	(734) 945-8284
Meeting Time:	T/Th 11-12:30pm	Office Room:	SSW 3.112
Meeting Place:	SWB 2.116	Office Hours:	T, 12-1:30 p.m. or by appointment

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

I. COURSE DESCRIPTION

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. *The foundation of the course is social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.* This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

This course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. *This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management.* The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to *understanding, affirming, and respecting people from diverse backgrounds*, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate a *generalist knowledge* of the relationship between theory and social work practice *as it relates to the strengths capacities and resources of individuals and families.* **(PB 11, 35, 38)**
2. *Develop generalist social work skills in identifying client issues, problems, needs, resources, and assets in order to help alleviate critical social problems and enhance human well-being.* **(PB 11, 12, 13)**
3. *Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness.* **(PB 5, 11, 12, 29, 32, 32, 33, 34, 35, 36, 37, 38, 39, and 40)**
4. *Develop tools and techniques for understanding, affirming, and respecting people from diverse backgrounds*, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. **(PB 11, 30)**
5. *Demonstrate a knowledge base of social work values and the ethical decision making process, as*

illuminated by the NASW Code of Ethics. (PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

6. Demonstrate an understanding of the pursuit of social and economic justice *including strategies to combat discrimination, oppression, and economic deprivation for individuals and families.* (PB 1, 29, 30)

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

PB1 Advocate for client access to the services of social work

Objectives: 5 and 6

Assignment: Class participation and Exam 1

PB2 Practice personal reflection and self-correction to assure continual professional development

Objective: 5

Assignment: Lab project, interview assessment

PB3 Attend to professional roles and boundaries

Objective: 5

Assignment: Lab project, interview assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignment: Lab project, interview assignment

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: interview assignment

PB6 Use supervision and consultation

Objective: 5

Assignment: Lab project, class consultation

Competency 2.1.2: Apply social work ethical principles to guide professional practice.

PB7 Recognize and manage personal values to allow professional values to guide practice

Objective: 5

Assignments: Class exercises, Exam 1

PB8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objective: 5

Assignments: Class exercises, Exam 1

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignments: Class exercises, Lab assignment

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5

Assignments: class exercises, Exam 1

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Objectives: 1, 2, 3, and 4

Assignment: Exam 1, Exam 2, Exam 3

PB12 Analyze models of assessment, prevention, intervention, and evaluation

Objectives: 2 and 3

Assignment: Exam I, Exam II, and Exam III

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Objective: 2

Assignment: Exams I, II, III, Client Interview role play and critiques, participation exercises

Competency 2.1.10a: Engagement

PB29 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities

Objectives: 3 and 6

Assignments: Exam I, Exam II, Exam III

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignments: participation exercises, class exercises, client interview assessment-role play and critiques

PB31 Develop a mutually agreed-on focus of work and desired outcomes

Objective: 3

Assignments: Examinations, Client Interview assessment-role play

Competency 2.1.10b Assessment

PB32 Collect, organize and interpret client data

Objective: 3

Assignments: Lab project, participation exercises, class exercise

PB33 Assess client strengths and limitations

Objective: 3

Assignments: Lab project, participation exercises, class exercise, Exam II

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3

Assignments: class exercise, Exam II

PB35 Select appropriate intervention strategies

Objectives: 1 and 3

Assignments: class exercise, Exam III

Competency 2.1.10c Interventions

PB36 Initiate actions to achieve organizational goals

Objective: 3

Assignments: participation exercises, class exercise, Exam II, III

PB37 Implement prevention intervention that enhances client capacities

Objective: 3

Assignments: participation exercise, class exercise, interview assessment, Exam III

PB38 Help clients resolve problems

Objectives: 1 and 3

Assignments: class exercise, interview assessment, Exam III

PB39 Negotiate, mediate, and advocate for clients

Objective: 3

Assignments: participation exercises, class exercises

PB40 Facilitate transitions and endings

Objective: 3

Assignments: participation exercises, class exercise, Exam III

III. TEACHING METHOD

The Instructor is committed to helping students prepare for social work field education. A variety of teaching methods including interactive lectures, experiential group activities, reading assignments, case studies, and audiovisual materials will be used to help students understand social work practice with individuals and families. Students are expected to contribute to their own learning through asking questions, sharing experiences, and actively participating in class discussion.

Use of Blackboard in Class

In this class the Instructor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

IV. COURSE REQUIREMENTS

Course requirements consist of three written exams, nine quizzes, classroom skill-building exercises, a lab project, and a paper describing an interview with a professional social worker in the community.

Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Students will be evaluated on the required assignments as well as class participation and contribution.

It is important to note that this course has a lab component for which students are required to record an assessment with a “client.” To complete this activity, students can elect to use their own video recording equipment (e.g. I-phone, digital recorder, etc) or reserve a time/space in the Learning Resource Center, located in the basement of the Social Work building, to record an at least 15 minute clip of the student, **as the social worker**. The clip should be uploaded to youtube to be shown in feedback groups during the designated class time.

Quizzes (10%)

Assessment of PB 1, 7-8, 10, 13, 29-30, 32-35, 37-38, 40

To encourage timely, consistent, and thorough completion of required readings, which is necessary for optimal learning, eight quizzes will be administered over the course of the semester. The dates of the quizzes are noted on the syllabus, along with the material students will be responsible for on each quiz. **Students must be in class to take the quizzes.** Make up quizzes will be given **ONLY** under extenuating circumstances **that been approved by the instructor ahead of time.**

Attendance, preparation, participation, & contribution (5%)

Assessment of PB 1-2, 6-10, 12, 29-35, 37-40

5 percent of the final grade will be reserved for evaluating participation in class discussion and various in-class activities (e.g., large and small group discussions, role-plays, etc.). Students are expected to attend all classes, to arrive on time, and to come prepared to participate meaningfully in class discussion, skills-building exercises, small group activities, and assignments. Students are expected to call upon relevant experiences and course readings for contributions. Remember that participation is not so much about quantity as it is quality. You are a major contributing factor to the learning environment of your fellow

classmates. Thus, if your behavior in class deters from other students' learning (e.g., texting in class, having small side conversations) this will be reflected in your grade.

Please note that attendance will be tracked at each class session. Students will be permitted two unexcused absences. Each additional absence will result in an automatic deduction of 1 percent off of the student's final grade (i.e. of the 5 points that are attributed to attendance/participation). Students may not miss more than four classes. Missing more than four classes will result in a failing grade.

Exams (45%)

Assessment of PB 1, 7-8, 10, 13, 29-30, 32-35, 37-38, 40

All exams will draw from the readings, lectures, class discussions, videos, and exercises done in class and at the end of each chapter. Format for exams may include multiple choice, true/false, short answer, and essay questions. **MAKE-UP EXAMS WILL NOT BE GIVEN UNLESS THERE ARE UNUSUAL EXTENUATING CIRCUMSTANCES. THE FORMAT OF MAKE-UP EXAMS IS AT THE DISCRETION OF THE INSTRUCTOR.**

Exam #1 (15%)

The first exam will include material from Ch. 4-7 and additional assigned readings and information presented in class.

Exam #2 (15%)

The second exam will cover material from Ch. 8-10 & 12 and additional assigned readings and information presented in class.

Exam #3 (15%)

The third exam will cover material from Ch. 13, 15, 17-19 and additional assigned readings and information presented in class.

Lab Project (30%)

Assessment of PB 2-4, 6, 11-13, 29-33

This assignment, designed to help you improve your interviewing and assessment skills, includes two components: a video-taped role play, and a write up of the client assessment.

1. Video-recorded role play

This assignment will give students the opportunity to play the role of a social worker conducting an assessment interview. However, because you will be working in pairs each student will also play the role of a "client" being interviewed. Students can choose from one of the Instructor's provided client vignettes, or students can develop their own vignette. Students in a pair must have different vignettes. Students must video record the interviews. In order to gather ample information for the written client assessments, it is recommended that students conduct full length sessions. However, clients need only submit a 15 minute segment to the instructor. **Points will be deducted for recordings not meeting the 15-minute length requirement.** Recordings may be used in the future for teaching purposes. Thus, please refrain from self-disclosures that could put anyone at risk in any way. There are 2 options for completing the recordings: (1) students can set up an appointment to use the equipment in the LRC for the video recording (students will need to supply their own CD); OR (2) students can use their own recording equipment (DVD recorder, I-phone, mp3 player etc), as long as the recording can be UPLOADED to YOUTUBE. Students will sign up for **one** of the following feedback group dates: **March 18, March 20, March 25, or March 27.** Sign-up sheets for group viewing of the video will be provided by the Instructor during class. Each student must upload his or her video to YOUTUBE, using the privacy link that

prevents others from viewing your videos, and send their youtube link to the instructor by 9 a.m. the day of their feedback group. Students must select a 5-minute clip to show their classmates **prior** to their feedback session, and be prepared to quickly queue their videos to that point when it their turn to present their clip.

2. Written client assessment

Each student will be required to write up their assessment of the client from their role play. Papers should be in a formatted 3-page double-spaced typed report. The Instructor will post specific guidelines for this assignment on Blackboard and/or provide handouts in class; please review them carefully. Also be sure to reference the assigned reading by Susan Lukas, *How to Write an Assessment*.

Client assessments are to be submitted on blackboard on April 3rd by the beginning of class. If received after 11 a.m., they will be considered late.

Social Worker Interview Paper & Group presentation (10%)

Assessment of PB 3-5, 11-13, 29, 37-38

Schedule an appointment to interview a licensed social worker in person at his or her place of employment. Interview him/her about the agency and his/her job duties. If you have any questions about the appropriateness of the interview, please speak with the Instructor. The summary of the interview **must include but is not limited to** the following:

- Agency name, type of agency, populations served
- The theories of practice that guide the social worker's interventions
- A description of the social worker's typical day to day activities
- The person's most memorable moment as a social worker
- Any major challenges experienced by the social worker
- "Words of wisdom" for the beginning social worker

A 2-3 page summary of the interview must be typed, double spaced with 12 pt Times New Roman font, and **submitted on blackboard by the beginning of class on April 15th. If received after 11 a.m. they will be considered late.**

Students will be asked to form groups of 5 and to prepare a brief presentation that synthesizes what each student in the group learned from the interview assignment. Presentations will be given in class on **April 29th** and should be about 7 minutes in length. Students may prepare handouts and utilize PowerPoint as they deem appropriate. Additional guidelines will be provided in class.

Extra Credit Opportunities

Social Work Student Day at the Legislature (Up to 2 points on final grade)

Assessment of PB 3-4, 13, 29

Students may earn up to 2 points, to be added to their final grade, by participating in Social Work Student Day at the Legislature and preparing a 1 to 2-page reflection on the value of their experience. Further guidelines for this option will be provided in class.

Self-Correction*Assessment of PB 2, 6, 13*

Over the course of the semester, students will be given the opportunity to complete extra credit assignments at the instructor's discretion. These assignments will involve addressing material missed on quizzes and exams and will enable students to earn back a portion of points missed while enhancing learning via self-correction.

V. GRADING CRITERIA

Grades will be posted on Blackboard. Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Instructor in advance of the due date.

Grades will be assigned as follows:

94.00-100 points	A (excellent)
90.00–93.99 points	A- (very good)

To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.

87.00-89.99 points	B+ (well above average)
84.00 - 86.99 points	B (above average)
80.00–83.99 points	B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77.00-79.99 points	C+ (average)
74.00–76.99 points	C
70.00-73.99 points	C

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. Social Work majors must make a grade of C- or above to avoid having to repeat the course.

67.00-69.99 points	D+ (below average)
64.00-66.99 points	D
60.00-63.99 points	D-

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

59 points or below	F (failing)
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Writing guidelines. Papers must be typewritten in 12pt font, double-spaced, proofread for spelling and grammatical errors. Papers, responses to essay questions, and presentations awarded the highest grades

include the following elements:

- Evidence of independent, critical thinking
- Integration of material from lectures and course readings

Late assignments. Any assignment, other than the lab assignment, will be accepted with a penalty of 5 percentage points each day late (including weekends). For the lab assignment, if a student is going to be late, arrangements **must** be made at least two weeks in advance of the lab presentation due date.

Otherwise, late assignments will not be accepted.

VI. REQUIRED READINGS

Hepworth, Rooney, Rooney, and Strom-Gottfried (2013). *Direct Social Work Practice: Theory and Skills* (9th edition). Brooks/Cole Publishing

The Instructor will assign additional readings from books and articles to enrich the course. Supplemental articles are posted to Blackboard.

COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics</u>	<u>Readings and Assignments</u>
<u>INTRODUCTION</u>		
January 14	Class overview and getting acquainted	Syllabus Assignments
<u>COMMUNICATION SKILLS</u>		
January 16	Social work values and ethics	Hepworth, Chp 4 pp. 57-82 NASW reading (BB)
January 21	Communicating empathically	Hepworth, Chp 5 pp. 89-112 Quiz 1 (Chps 4 & 5, to p.112; NASW code of ethics)
January 23	Being authentic	Hepworth, Chp 5 pp. 113-128
January 28	Verbal following, exploring, and focusing skills	Hepworth, Chp 6 pp. 135-162 Quiz 2 (Chps 5 & 6)
January 30	Eliminating counter-productive communication	Hepworth, Chp 7 pp. 165-181
February 4	Exam I Review	Hepworth chps 4-7 additional readings and video clips, lectures and activities
February 6	EXAM I	

<u>Date</u>	<u>Topics</u>	<u>Readings and Assignments</u>
<u>ASSESSMENT</u>		
February 11	Exploring and understanding problems and strengths	Hepworth, Chp 8 pp. 185-213 Lukas pp. 162-171 (BB)
February 13	Intrapersonal, interpersonal, and environmental factors	Hepworth, Chp 9 pp. 215-235 Quiz 3 (Chps 8 & 9, to p. 235; Lukas article)
February 18	Intrapersonal, interpersonal, and environmental factors cont.	Hepworth, Chp 9 pp. 235-249 Patterson (BB)
February 20	Family functioning	Hepworth, Chp 10 pp. 255-292 Quiz 4 (Chps 9 & 10; Patterson article)
February 25	Developing goals	Hepworth, Chp 12 pp 327-355
February 27	Exam II review	Hepworth chps 8-10, additional readings and video clips, lectures and activities
March 4	STUDENT DAY AT THE LEGISLATURE	
March 6	EXAM II	
March 11 & 13	Spring Break	
<u>LAB PROJECT</u>		
March 18	Feedback group 1	Video tape due
March 20	Feedback group 2	Video tape due
March 25	Feedback group 3	Video tape due
March 27	Feedback group 4	Video tape due
<u>INTERVENTIONS</u>		
April 1	Evaluating goals and formulating Contracts	Hepworth, Chp 12 pp 355-375 Quiz 5 (Chp 12)
April 3	Planning and implementing change: Task-Centered Model & Case Management	Hepworth, Chp 13 pp. 379-399; 428-434

April 8	Planning and implementing change cont: Crisis Intervention, Cognitive Restructuring, & Solution-Focused Brief Therapy	Hepworth, Chp 13 pp. 399-428 Quiz 6 (Chp 13) Client Assessment Due
April 10	Planning and implementing change cont: Solution-Focused Brief Therapy & Motivational Interviewing	Readings on BB
April 15	Enhancing family functions and Relationships	Hepworth, Chp 15 pp 471-506 Quiz 7 (BB readings; Chp 15)
April 17	Additive empathy, interpretation,	Hepworth, Chp 17 pp. 535-555 and confrontation Interview Paper Due
April 22	Managing barriers to change	Hepworth, Chp 18 pp. 557-587 Quiz 8 (Chps 17 & 18)
April 24	Managing termination	Hepworth, Chp 19 pp. 591-607
April 29	Social Worker Interview Presentations Exam III review/semester wrap-up	Hepworth chps 13-19, additional readings and video clips, lectures and activities
May 1	EXAM III	

VII. COURSE AND UNIVERSITY POLICIES

Attendance

It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students anticipating being absent from class for a legitimate reason (illness, family emergency) should notify the Instructor in advance by e-mail. Students are responsible for any material missed due to absences. It is the student's responsibility to discuss extenuating circumstances related to absences with the Instructor.

Mutual Learning

The Instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Instructor. Students are encouraged to request and to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. The Instructor may also utilize a mid-course evaluation to gain student feedback. PLEASE schedule office appointments with me if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class

discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day,

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.