
THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

Course Number: SW 332

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Semester: Summer 2016

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Meeting Place: SSW 2.116

Office Hours: 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 necessary for making ethical decisions in your adult and professional life. You should therefore expect to practice utilizing a lens for examining ethical issues and applying ethical reasoning to real-life situations throughout this course.

The course also 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 Assignments: Class participation, activities and exams

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

Objective: 5 Assignments: Class participation and activities, lab project, interview assessment

PB3 Attend to professional roles and boundaries

Objective: 5 Assignments: Class participation, activities, lab project, social worker interview assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5 Assignments: Class participation, activities, lab project, social worker interview assignment

PB5 Engage in career-long learning

Objectives: 3 and 5 Assignments: Social worker interview assignment

PB6 Use supervision and consultation

Objective: 5 Assignments: Class participation, activities, 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, exams

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

Objective: 5 Assignments: Class participation, exercises, exams, NASW Code of Ethics

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5 Assignments: Class participation, exercises, lab assignment

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5 Assignments: Class participation, exercises, exams

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 Assignments: Class participation, exams

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

Objectives: 2 and 3 Assignments: Class participation, exercises, written assessment, lab project, exams

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

Objective: 2 Assignments: Class participation, exercises, client Interview role play and critiques, written assessment, exams

Competency 2.1.10a: Engagement

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

Objectives: 3 and 6 Assignments: Class participation, role play, exams, exercises

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6 Assignments: Class participation and exercises, client interview assessment-role play and critiques

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

Objective: 3 Assignments: Engagement in class activities and discussion, lab project

Competency 2.1.10b Assessment

PB32 Collect, organize and interpret client data

Objective: 3 Assignments: Class participation and exercises, exams

PB33 Assess client strengths and limitations

Objective: 3 Assignments: Class participation exercises, video role play, exams

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3 Assignments: Class participation and exercises, exams

PB35 Select appropriate intervention strategies

Objectives: 1 and 3 Assignments: class participation and exercises, exams

Competency 2.1.10c Interventions

PB36 Initiate actions to achieve organizational goals

Objective: 3 Assignments: Class participation and exercises, exams

PB37 Implement prevention intervention that enhances client capacities

Objective: 3 Assignments: Class participation and exercises, client assessment, exams

PB38 Help clients resolve problems

Objectives: 1 and 3 Assignments: Class participation and exercises, client assessment, exams

PB39 Negotiate, mediate, and advocate for clients

Objective: 3 Assignments: Class participation and exercises, exams

PB40 Facilitate transitions and endings

Objective: 3 Assignments: Class participation and exercises, exams

III. TEACHING METHOD

The Professor 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 be the chairs of their own education, meaning they will contribute to their own learning through asking questions, sharing experiences, and actively participating in class discussion.

Use of Canvas in Class

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

Please plan accordingly. It is required that students check their email regularly.

IV. COURSE REQUIREMENTS

Course requirements consist of preparation for class, attendance, participation in interactive lectures and skill-building activities, completion of a lab project (video role play and client written assessment), a social worker interview paper/presentation and three take home exams. **Students must 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 digital recording equipment (e.g. smartphone, digital recorder, etc.) or reserve a time/space in the Learning Resource Center, located in the basement of the Social Work building, to record a 15-minute clip of the student, **as the social worker**. The clip should be uploaded to YouTube. 5 minutes of the clip will be shown in Feedback Groups during designated class time.

PREPARATION, ATTENDANCE, IN-CLASS PARTICIPATION AND CONTRIBUTION (10%)

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

Students are expected to attend all classes, to arrive before class is scheduled to begin, and be 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. You are a major contributing factor to the the learning environment of your fellow classmates. Thus, if your behavior in class interferes with other students' learning (e.g. texting in class, using your laptop for activities unrelated to class, having side conversations) this will be reflected in your grade.

Please note that attendance will be tracked at each class session and repeated absences will also reflect in your grade. If absent, students will still be held responsible for the information covered in class. It is recommended that students contact a fellow classmate to get missed information or set up a time to meet with the professor.

Criteria for Evaluation:

- Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing for participating in group discussions and necessary for optimal learning.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, as well as reflecting and integrating your responses to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of this process.
- Raise questions, express your viewpoints, respect differing perspectives and engage in small and large group discussions and experiential exercises.
- Adherence to the NASW Code of Ethics: Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about these requirements, please talk to the Professor early in the semester.

Exams (45%)

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

Exams will be taken in a take-home format and will require application of concepts from readings, lectures, class discussions, videos, and exercises to real-world practice situations. Exam format may include multiple choice, true/false, short answer, and essay questions and will require critical and reflective thinking. Given the take-home format and time allotted, it is expected that students will engage deeply with the material and that responses will be thoughtful, well-crafted, carefully edited, and of high quality.

Exam #1 (15%)

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

Exam #2 (15%)

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

Exam #3 (15%)

The third exam will cover material from Ch. 13, 15, 17-19, 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 digitally-recorded role play, and a write up of the client assessment.

1. Digitally-recorded role play (15%)

This assignment will give students the opportunity to play the role of a social worker conducting a client assessment interview. Because you will be working in pairs, each student will also play the role of a client being interviewed. Students must choose from one of the Instructor's provided client vignettes, which will be distributed in class or posted to CANVAS. Students in a pair must have different vignettes. Students must video record the interviews and submit a 15-minute segment to the Instructor. Points will be deducted for recordings not meeting the length requirement. Recordings may be used in the future for teaching purposes so please refrain from self-disclosures that could put anyone at risk in any way. There are two options for completing the recordings: (1). Students may 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 Recording, Phone, etc.).

Students will sign up for a feedback group date as outlined in the syllabus. Sign-up sheets will be provided in class. Students must upload their videos to YOUTUBE, using the privacy link that prevents others from viewing videos, and send their YOUTUBE link to the Instructor the day prior to 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 is their turn to present their clip.

2. Written Client Assessment (15%)

Each student will be required to write-up an assessment of the client interviewed in their video-recorded role-play. Papers should be in a formatted 2-3-page double-spaced, 12-point font, report. The Instructor will provide further guidelines in class.

SOCIAL WORKER INTERVIEW ASSESSMENT: PAPER/CLASS PRESENTATION (15%)

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

Schedule an appointment to interview a licensed social worker in person (ideally at his or her place of employment). Interview him/her about the agency and his/her job duties. This is really a chance for you to interview someone in an area of social work that you would like to learn more about. If you have any question 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
- Theories of practice approaches that guide social worker's interventions
- Social worker's day to day activities
- Most memorable moment as a social worker
- 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. font, and a hard copy submitted in class. If received after 11:00 am (beginning of class) the assignment will be considered late. Therefore, it is important to print your papers to give yourself enough time to arrive to campus, etc. to make sure you can meet this requirement.

Depending on the size of the class, each student will be required to give an in-class presentation either individually or in small groups. This presentation is designed to contribute to a survey of a variety of social work areas of specialization as well as add to our collective knowledge about the profession.

V. GRADING CRITERIA

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 are not curved.

Grades will be assigned as follows:

94.00-100 points A (excellent)

90.00–93.999 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.

87.00-89.999 points B+ (well above average)

84 -86.999 points B (above average)

80–83.999 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).

77.00-79.999 points C+ (average)

74.00–76.999 points C

70.00-73.999 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.

67.00-69.999 points D+ (below average)

64.00-66.999 points D

60.00-63.999 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.

Below 60.0 points or below F (failing)

Writing Guidelines for Papers

Papers must be typewritten in 12 pt. font, double-spaced format. All writing must be 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.

COURSE OUTLINE (Tentative)

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS/ASSIGNMENTS DUE</u>
	INTRODUCTION	CHAPTER 4
6/2	Class Overview and Getting Acquainted Introduction to Social Work Values and Ethics	Course Syllabus Review Hepworth, Chapter 4 NASW Code of Ethics
	COMMUNICATION SKILLS	CHAPTERS 5-7
6/6	Communicating Empathically Engaging with Authenticity	Chapter 5
6/7	Verbal following, exploring, and focusing skills	Chapter 6
6/8	Eliminating counter-productive communication	Chapter 7
6/9	Practice Class- COMMUNICATION	EXAM 1 AVAILABLE

	ASSESSMENT	CHAPTERS 8, 9, 10 AND 12
6/13	Exploring and Understanding Problems and Strengths	Chapter 8
6/14	Intrapersonal, Interpersonal and Environmental Factors	Chapter 9
6/15	Family Functioning	Chapter 10 EXAM 1 DUE
6/16	Developing goals, monitoring progress and formulating contracts	Chapter 12 EXAM 2 AVAILABLE
	LAB PROJECTS	
6/20	Guest Speaker/Practice Class	
6/21	Social Worker Interview Presentations	15 minute video role plays due to instructor
6/22	Video Role Play: Feedback Groups	
	INTERVENTIONS	
6/23	Task Centered Model Crisis Intervention	Chapter 13 EXAM 2 DUE
6/27	Cognitive Restructuring	Chapter 13 Social Worker Interview Papers Due
6/28	Solution Focused Brief Therapy	Chapter 13
6/29	Enhancing Family Functions and Relationships	Chapter 15 Client Assessment Papers Due
6/30	Additive Empathy, Interpretation, Confrontation	Chapter 17 EXAM 3 AVAILABLE
7/4	NO CLASS: Happy 4th of July!	
7/5	Barriers to Change	Chapter 18
7/6	Termination	Chapter 19 EXAM 3 DUE
7/7	Wrap- Up	

NOTE: Instructor reserves the right to make changes to the course schedule or syllabus – the general policies and learning objectives will not change. Instructor will provide advance notice of changes.

UTSSW-Spring 2016

UNIVERSITY POLICIES

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 AND CIVILITY IN THE CLASSROOM. 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

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/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. 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, examination, work assignment, or project in order to observe a

religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

GRADING SCALE

94.0 and Above A

90.0 to 93.999 A-

87.0 to 89.999 B+

84.0 to 86.999 B

80.0 to 83.999 B-

77.0 to 79.999 C+

74.0 to 76.999 C

70.0 to 73.999 C-

67.0 to 69.999 D+

64.0 to 66.999 D

60.0 to 63.999 D-

Below 60.0 F