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

<b>Course Number:</b>	SW333	<b>Instructor:</b>	Joan Asseff, LCSW
<b>Unique Number:</b>	<b>61160</b>	<b>E-mail:</b>	<a href="mailto:jasseff@utexas.edu">jasseff@utexas.edu</a>
<b>Semester:</b>	Fall 2016	<b>Phone:</b>	(512) 627-5008
<b>Meeting Time:</b>	M/W 2:30/4:00P	<b>Office Room:</b>	SSW 3.104
<b>Meeting Place:</b>	<a href="#">SSW 2.122</a>	<b>Office Hours:</b>	M,W 1:00-2:30 p.m. or by appointment

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**SOCIAL WORK PRACTICE WITH GROUPS**

**I. COURSE DESCRIPTION**

This course in the practice sequence focuses on developing group leaders who possess both an understanding of group dynamics and effective leadership skills. The foundation of the course is social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics. The content encompasses both task and treatment groups utilizing an ecosystems developmental framework. The course emphasizes understanding, affirming, and respecting groups with diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Social work group facilitation is taught utilizing empirically-based theories and interventions to achieve client goals. In addition, students will know how to evaluate the effectiveness of group interventions.

**II. COURSE OBJECTIVES**

1. Demonstrate an understanding of social group work and practice related to the strengths, capacities and resources of individuals within groups. (PB 11, 35, 38)
2. Develop leadership skills with groups in order to help alleviate critical social problems and enhance group well-being. (PB 1, 2, 3, 4, 38)
3. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages. (PB 11, 12, 13)
4. Understand and apply basic concepts of task-oriented group work, including recruiting and selecting members, leadership, group decision-making and problem solving, running an effective meeting, and evaluation of task groups. (PB 29, 30, 31)
5. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation). (PB 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40)
6. Develop skills in identifying, analyzing and implementing empirically-based group interventions and evaluating group effectiveness. (PB 5, 11, 12, 36, 37, 38, 39, and 40)

7. Develop tools and techniques for understanding, affirming, and respecting group members from diverse backgrounds, distinguished by characteristics including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin (PB 11, 30)
8. Explore what is involved in making real-life ethical choices, establishing a professional self, applying social work values and utilizing the ethical decision making process, as illuminated by the NASW Code of Ethics, to social work with groups. (PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
9. Demonstrate an understanding of the pursuit of social and economic justice including group/community strategies to combat discrimination, oppression, and economic deprivation for individuals and families. (PB 1, 29, 30)

### III. TEACHING METHODS

This course is designed to include a variety of experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, discussions, speakers, videos and experiential exercises. The professor will model group work principles and strategies and parallel processes will be illuminated. Some classes will be more content-oriented and others will be organized as an experiential skill laboratory, utilizing the small group context and role-play for development of skill in leading various types of groups.

### IV. REQUIRED READINGS

#### **Required Texts (available at University bookstore)**

Toseland, R. W., & Rivas, R. F. (2012). *An introduction to group work practice* (8th ed.). Needham Heights, MA: Allyn & Bacon.

CANVAS Readings as assigned.

### V. COURSE REQUIREMENTS: *Contract of Expectations*

**[It is the students' responsibility to read the syllabus carefully for information]**

1. Students are expected to attend class sessions promptly and regularly. The professor utilizes a "parallel process" model and will have expectations similar to those that you will experience when working as a social worker in the "real world." Therefore, lateness or other forms of inappropriate behavior will result in consequences to final grades. Members will participate in an interactive framework between collegiate students and professor. The cohesion and bonds of the class are critical and therefore, absence or lateness is disruptive, not only to your learning, but to your classmates.
2. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments.
3. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students will be allowed no more than **two unexcused absences**.
4. In cases where a student missed more than the allotted two absences, the professor reserves the right to lower that student's final grade. In extenuating circumstances of absence, students are to notify the professor as soon as possible and discuss options and alternatives. Students are responsible for any material missed due to absences.

5. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon the assigned due date and time. Assignments turned in after the assigned due date/time will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **2 points each day late**.
6. Students are expected to both learn and demonstrate knowledge of group work intervention theories and skills. This requires searches of the literature in a defined area (as part of the researched group role play) in order to develop specialized knowledge concerning the use of group work as treatment of a specific problem area for a specific population. In addition, students will demonstrate their level of applied knowledge of group work interventions and skills on quizzes.
7. If students are concerned about their class performance, the professor is amenable to working with students to help them improve their course grades *prior to the end of the semester*. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**
8. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
9. Group work can raise emotional issues. Student are encouraged to consider their disclosures carefully – it is wise to avoid bringing up “raw,” or unresolved issues in the course (note: The professor encourages students use office hours and the UT Counseling & Mental Health Center (512) 471-3515 SSB 5th Floor if issues are getting in the way of their learning). The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting. Student feedback is welcome. All NASW Code of Ethics values will be upheld.

### **Special Accommodations for Students with a Disability**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

### **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://www.utexas.edu/depts/dos/sjs>).

### **Ethics and Leadership**

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.

### **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 practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

### **Religious holy days**

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. Notice must be given *at least fourteen days prior* to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

## **VI. TEACHING METHOD**

The instructor will utilize a participatory pedagogical approach that will feature extensive use of in-class activities as well as use of interactive technology inside the classroom. The instructor will also combine interactive lecture with case studies, audiovisual materials, and guest speakers. Students are expected to complete all reading assignments and to contribute to their own learning through sharing of experiences and perspectives and active engagement in discussion, activities, and interactive technology assignments.

### **Use of CANVAS in Class**

In this class the Instructor uses CANVAS, 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 receive assignments. 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.

## **VII. COURSE ASSIGNMENTS**

### **Class Attendance and Contribution**

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your small group are dependent on you for a quality learning experience; if too many students are absent in any one small group, that group suffers. Thus, students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member that they will be absent. Attendance and quality of contribution as demonstrated by student preparation level will determine grades. Students will be allowed **two (2) unexcused absences**. Role will be taken at the beginning of each class period. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the two allotted.

### **Journal entries**

In order to give you the opportunity to fully embrace the parallel process component of this course, each student will be expected to utilize Canvas to enter a journal response (100-300 words only). The professor will be reviewing these entries to give feedback. The journal is a mandatory expectation and, while your ideas are not going to be graded, you will only earn credit for each

journal entry if you have been thoughtful about your response. The journal points which will be factored into your participation grade.

### **Take Home Quizzes**

There will be three take home quizzes for a cumulative worth of 30% of final grade. They will be based on readings, discussions, presentations, videos, experiential exercises, and lecture material. The quizzes will be objective in nature and consist mostly of short essay questions with application of concepts learned in through reading and lecture. Make-up quizzes will not be given unless there are unusual extenuating circumstances. The professor reserves the right of final approval of what an unusual extenuating circumstance might comprise.

### **Group Observation Summary:**

Students will locate a service agency with group work services, psycho-educational group or support group. When the agency is chosen, permission must be given by an agency administrator or group leader for group observation. Be creative and start looking for opportunities early. Psycho-educational groups are more likely to be open to observers. A second option is to attend **three** 12-step program meetings and write a paper about self-help groups (note: without a trained facilitator, you cannot critique the chairperson and therefore the 3-meeting requirement forces you to examine the varied impact of the chair person's style, the meeting attendees, and the atmosphere and dynamics of each meeting. Part of your paper must note what you would do if you were facilitating a clinical group with the participants you witness). More will be presented about these options. This 3-5 page reaction paper must include the following information:

- a) The purpose of the group
- b) Group composition and structure
- c) The facilitators leadership techniques and style
- d) Specific** dynamics noted re: interactions between members (as long as members are de-identified, you can use quotations)
- e) The stage of group development
- f) An overall assessment of the strengths of the group and areas that you feel need improvement.
- g) Plan (with specific program activity ideas) of what you would do if you were facilitating this group as a therapeutic group.

It's OK to write from a "first person" perspective. No references are required.

### **Researched Group Role Play**

Students will be formed into small groups of no more than 5 members. Each group will role play a treatment group in front of class utilizing specific theoretical frameworks. Students will alternate in the leadership role to demonstrate their practice behaviors. The first facilitator will orchestrate the beginning of the group; successive facilitators will conduct program activities appropriate to the theoretical frame and population; and the final facilitator will conduct closure activities. Each group will reflect adherence to social work values and ethics, and application to a specific (child, adolescent, adult, elderly or family group) population. The groups should target a population that is diverse, at-risk, and/or disadvantaged. The session should demonstrate techniques appropriate to the "middle" group developmental stage and the developmental life cycle of the treatment population. This assignment will be worth 25% of the total course grade. Evaluation components will include:

- Evidence of preparation and creativity

- Theoretical coherence demonstrated
- Group's individual and composite developmental stages represented appropriately
- Intervention modeling associated with the stages of group development demonstrated
- Social work perspective evident in context of role play
- Demonstration of client developmental level (life cycle) taken into account
- Additionally, each group should hand out to the class a summary (couple of pages) of their role play and relevant research conducted that should include, but is not limited to:
  - Type of group (brief description addressing purpose, location, number of sessions, open-ended versus closed-ended, etc.)
  - Theoretical framework(s) being implemented
  - Member characteristics (general description)

Description for each group member's character (student's real name with corresponding name adopted for role play; age; ethnicity; individual goal for group; developmental stage in the life cycle; relevant life and environmental circumstances; role within the group, such as monopolizer, scapegoat, and so on; etc.)

A list of references that your group used to prepare the role play so that others interested have a starting list of resources \*

Each group will also hand in a binder of materials, activity descriptions, relevant flyers, handouts, and resources and references. This will be a part of the group grade.

## **VIII. EXPLANATION OF ACCREDITATION STANDARDS**

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. If you would like, the professor is happy to provide a list of the specific Educational Policies (EP) and *Practice Behaviors* (PB) that are assessed in this course. Please see professor if you would like to know which competencies are addressed by which course assignments. The complete EPAS can be optioned from your Student Handbook.

## **COURSE GRADING CRITERIA**

### **Student Performance Evaluation**

#### **Course Requirement**

Quizzes (3 @ 10 points each) %30

Group Observation Summary (25 points) 25%

Researched Group Role Play (25 points) 25%

Participation, Journals and Qualtrics Survey (20 points) 20%

## Grading Scale

100-94=A  
 93-90=A-  
 89-87=B+  
 86-84=B  
 83-80=B-  
 79-77=C+  
 76-74=C  
 73-70=C-  
 69-67=D+  
 66-64=D  
 63-60=D-  
 59 and below=F

Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

\*Researched Group Role Play Citations must be recent (unless classic citation or only research conducted, utilize resources from 2000-present) and accurate. Research MUST include primarily journal articles, not books and web-based resources. Remember to be critical of web information and consider the source. Consult with the professor if you have questions about this.

## COURSE OUTLINE

This schedule is intended as a guide – the professor reserves the right to shift sessions based on the learning needs of the class. The students should complete the readings as they are outlined. This is especially important since the quizzes will cover the required readings for that period of time. The student is responsible for all readings whether the material is covered as lecture material or not. In fact, since this is an experiential course, the professor will assume that the readings are understood unless questions are raised.

## SW333 Social Work Practice with Groups

### Fall 2016 Course Schedule

Date	Description	Text/Readings
Aug 24 W	Getting Acquainted and Overview of Course	Syllabus  <b>Complete Sample Qualitrics Survey by Friday 8/26 at 5:00 pm.</b>
Aug 29 M	Historical and Theoretical Overview	T & R – Ch. 1 – Introduction  Guidelines for Ethics— American Group Psychotherapy Assn. (Canvas) and Ethical Guidelines for Group Counselors—Assn. for Specialist in Group Work (Canvas)

		<b>Qualitrics Survey will be sent to your email.</b>
Aug 31 W	Experiential	T & R – Ch. 2 – Historical Developments  <b>Journal #1 and Qualitrics Survey due by Friday, 9/2 at 5:00 pm (CANVAS)</b>
Sep 5 M	Introduction to Group Work	Irvin Yalom – 11 Therapeutic Factors (CANVAS)
Sep 7 W	Experiential	T & R Chapter 3, Understanding Group Dynamics.  T & R Appendix A: Standards for Social Work Practice With Groups
Sep 12 M	Group Dynamics & Stages of Development	Corey & Corey, Self Assessment Scale, pg 220. (CANVAS)
Sep 14 W	Experiential	<b>Journal #2 due on Friday, 9/16 at 5:00 pm (CANVAS).</b>
Sep 19 M	Group Leadership	T & R Chapter 4 Leadership  Corey & Corey, Chapter 1, pgs 16-23 (CANVAS)
Sep 21 W	Experiential	T & R Chapter 5 Leadership and Diversity
Sep 26 M	Planning Groups	T & R Ch. 6  <b>Take Home Quiz #1 Assigned</b>
Sep 28 W	Beginning Groups	T & R Chapter 7, The Group Begins  Corey & Corey, Chapter 5, pgs 148-172 (CANVAS)
Oct 3 M	Experiential	<b>Take Home Quiz # 1 due by 11:59 pm on CANVAS</b>
Oct 5 W	Middle/Working Stage/Assessment	T & R Chapter 8, Assessment  Corey & Corey, Chapter 7, pgs 233-254 (CANVAS).  <b>Journal #3 due on Friday 10/7 by 5:00 pm (CANVAS).</b>
Oct 10 M	Experiential	



Oct 12 W	Ending/Termination/Evaluation	T & R Chapter 13 & 14 Ending the Group's Work/Evaluation <b>Take home Quiz # 2 Assigned</b>
Oct 17 M	Advanced Treatment Group-Experiential	T & R Chapter 9
Oct 19 W	Task Groups	T & R Chapter 11 Task Groups Foundation Methods <b>Solidify groups for Researched Role Plays</b> <b>Take home Quiz # 2 due by 11:59 pm on CANVAS</b>
Oct 24 M	Guest Speaker	Assigned readings on CANVAS
Oct 26 W	Social Work Group Practice Theory Review	Assigned readings on CANVAS/Class Handouts
Oct 31 M	Social Work Group Practice Theory Review Cont'd	<b>Group Observation Summary Due by 11:59 pm on CANVAS</b>
Nov 2 W	Social Work Groups with Children & Adolescents	Corey & Corey pgs 292-310 Corey & Corey pgs 328-347 (CANVAS)
Nov 7 M	Experiential	
Nov 9 W	Social Work Groups with Older Adults	Corey & Corey pgs 400-433 (CANVAS)
Nov 14 M	Class time to work on Researched Group Role Play preparation.	
Nov 16 W	Researched Group Role Play	Group Handouts
Nov 21 M	Researched Group Role Play	Group Handouts
Nov 23 W	<b>NO CLASS-Happy Holidays</b>	
Nov 28 M	Researched Group Role Play	Group Handouts
Nov 30 W	Researched Group Role Play	Group Handouts <b>Journal #4 due by Friday 12/2 at 5:00 pm (CANVAS)</b>
Dec 5 M	Wrap up/Class Evals ( <b>LAST CLASS</b> )	<b>Take home Quiz # 3 Assigned</b>
Dec 9		<b>Take home Quiz # 3 Due by 5:00 pm on CANVAS.</b>

## 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: <https://cmhc.utexas.edu/>

**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://diversity.utexas.edu/disability/>

**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. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**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.
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### **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