

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Theories and Methods of Family Intervention
SW 393R3 (61580)
Fall 2017

Instructor: Mercedes Hernandez, Ph.D., LCSW Assistant Professor			
E-Mail:	mercedeh@utexas.edu	Course Day:	Monday
Telephone:	(512) 471-8189	Course Time:	5:30-8:30 pm
Office:	3.106F	Course Location:	SSW 2.122
Office Hours: Before or after class and by appointment			

I. COURSE DESCRIPTION

This course is designed to provide you with a comprehensive understanding of models and methods of family intervention. The content will include methods for assessment of families and an overview of several different models of family intervention with a focus on intervention skills and techniques. The course is grounded in best practices and the identification, analysis, and implementation of empirically based intervention strategies. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short- and longer-term family interventions.

II. COURSE OBJECTIVES

The Theories and Methods of Family Intervention course (SW 393R3) will:

Objective #	Objectives
1	Compare various theoretical approaches to working with the family as a system, including understanding the impact of the ecological and social environments in which diverse families live;
2	Demonstrate understanding of similarities and differences among theories and critically assess their theoretical perspectives, value bases, and the role of gender in family dynamics;
3	Integrate and demonstrate the differential application of procedures, techniques, and methods of family intervention models that reflect best practices for problem areas or helping diverse client groups;
4	Select theories, models, and interventions and then critically evaluate and analyze these approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; and (c) the value and ethical issues, including the student's own

	value system;
5	Apply knowledge of the impact of policy and social justice issues to interventions with families of diverse cultures, socioeconomic backgrounds, race/ethnicity, sexual orientation, family structure, national origin, ability, or other manifestation of diversity;
6	Demonstrate skill in using family therapy theory to assess family dysfunction in the context of the larger community and target systems within and outside the family for change;
7	Implement and evaluate the effectiveness of family interventions.

III. COURSE FORMAT / INSTRUCTIONAL METHODS

Class format is both didactic and interactive. Family practice models will be presented through a combination of lectures, demonstrations of practice interventions, experiential skill-building exercises, and class discussions integrating the course readings. The combination of these approaches will provide opportunity for theory and skill development in family practice.

Class grades will be based on the following 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

Guidelines	Grade
<u>Superior work</u> : The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., coherence and integration of ideas).	94.0 and Above A 90.0 to 93.999 A-
<u>Good Work</u> : The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.	87.0 to 89.999 B+ 84.0 to 86.999 B 80.0 to 83.999 B-
<u>Average Work</u> : The assignment meets the requirements has minor	77.0 to 79.999 C+

gaps and/or lacks evidence of in-depth critical thinking and analysis	74.0 to 76.999	C
	70.0 to 73.999	C-
<u>Poor Work:</u> The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.	67.0 to 69.999	D+
	64.0 to 66.999	D
	60.0 to 63.999	D-
	Below 60.0	F

IV. CLASS POLICIES

1. You are expected to read the assigned readings (some students use study groups), attend each class meeting, remain in class for the duration of the session, contribute to class discussions, and participate in skill-building exercises. Failure to attend class regularly (missing more than two class sessions) may result in a lower grade for the course, at the instructor's discretion. As soon as you know that you will not be able to attend class, you should e-mail or call the instructor.
2. You should expect to spend an additional three hours (for each hour of class or lecture per week) of your own time in course-related activities, including reading required materials, completing assignments, preparing for assignments or exams, reviewing online content, etc.
3. You are encouraged to fully participate in class, especially if you do not understand the material. This course should be a fully interactive one. No question will be regarded as insignificant by the instructor. However, the instructor will reserve the prerogative of asking students to meet separately if discussion or questioning is so extensive that it infringes on the topics that other students need to have covered. The classroom should be an open forum for the liberal exchange of differences of opinion and for discussion of these different perspectives, and for promoting understanding.
4. No late assignments will be accepted except in extreme emergencies and then only with permission of the instructor. If you are in an emergency situation you should contact the instructor and negotiate a new due date. All late assignments will be assessed point penalties at a rate of 5 points a day.
5. You should be especially careful not to contribute unwittingly to myths about mental illness and disability in the conduct of practice, research, interpretation of data, and use of terms. The integrity of persons being addressed should be maintained by avoiding language that pathologizes or equates persons with the conditions they have (such as "a schizophrenic," "a borderline," "addicts," "epileptics," or "the disabled") or language that implies that the person as a whole is disordered or disabled, as in the expression "chronics," "psychotics," or "disabled persons." Terms are preferred that preserve the integrity of the person, as in "persons [or people] with disabilities," "a person diagnosed with schizophrenia." Terms conveying negative overtones should be replaced with more neutral expressions. For example, instead of "confined to a wheelchair," state "uses a wheelchair."

V. COURSE REQUIREMENTS

The grade for the course will be based on your ability to demonstrate knowledge and apply methods from the models of family therapy presented in class. Class attendance, participation, and promptness in completing assignments are considered when assigning the grade. This is a professional practice class and each student is expected to demonstrate behavior that meets the criteria of the National Association of Social Workers code of ethics and meets the standards for professional practice of social work.

VI. REQUIRED TEXTS

- Gehart, D. (2014). Mastering competencies in family therapy: A practical approach to theories and clinical case conceptualization. (2nd ed.) Pacific Grove, CA: Cengage Learning.
- Nichols, M. P. & Davis, S. (2016). Family therapy: Concepts and methods. (11th ed.). New York, NY: Pearson.
- Required Online Readings: All additional readings are available on Canvas.

VII. COURSE ASSIGNMENTS

Assignment 1

Family of Origin Analysis Paper (25% of Final Grade)

Knowledge of one's own family dynamics helps clinicians better understand clients and their relationships; it also helps us be more attuned to our preconceptions, judgments, and vulnerabilities derived from our early family experiences. This paper should be 4-6 pages. Due Oct 2. I will provide a detailed guideline for the paper.

Assignment 2

Role Play and Reflection Paper (15% of Final Grade)

You will role play a family therapist with other group members acting as family members to demonstrate a family therapy technique. You will then write a 2-3 page reflection paper due the week after your role play. I will provide a detailed guideline for the assignment.

Assignment 3

Family Therapy Group Project (30% of Final Grade)

This is a group project that requires the application of a family therapy approach to a type of family problem. A detailed guideline will be provided.

In-class Exam (20% of Final Grade)

The exam will take place on Dec 11 and will consist of family case studies.

Class Participation (10% of Final Grade)

Class participation grade includes attendance, punctuality, and informed class discussion

Note: Any information contained in this course outline (including, topics, readings, assignments, and dates) is subject to change as deemed necessary by the instructor.

Course Overview

Unit	Topics	Assignments
1 9/11/17	<ul style="list-style-type: none"> ▪ Introduction 	
2 9/18/17	<ul style="list-style-type: none"> ▪ Systems Theory ▪ Introduction to Bowen Family Systems 	
3 9/25/17	<ul style="list-style-type: none"> ▪ Bowen Family Systems 	
4 10/2/17	<ul style="list-style-type: none"> ▪ Structural Family Therapy 	<ul style="list-style-type: none"> • Family of Origin Paper Due • Role Play
5 10/9/17	<ul style="list-style-type: none"> ▪ Structural Family Therapy 	<ul style="list-style-type: none"> • Group Presentation
6 10/16/17	<ul style="list-style-type: none"> ▪ Strategic Family Therapy 	<ul style="list-style-type: none"> • Role Play
7 10/23/17	<ul style="list-style-type: none"> ▪ Strategic Family Therapy 	<ul style="list-style-type: none"> • Group Presentation
8 10/30/17	<ul style="list-style-type: none"> ▪ Behavioral Family Therapy 	<ul style="list-style-type: none"> • Role Play
9 11/6/17	<ul style="list-style-type: none"> ▪ Behavioral Family Therapy 	<ul style="list-style-type: none"> • Group Presentation
10 11/13/17	<ul style="list-style-type: none"> ▪ Family Psychoeducation 	<ul style="list-style-type: none"> • Role Play
11 11/20/17	<ul style="list-style-type: none"> ▪ Solution-Focused Therapy 	<ul style="list-style-type: none"> • Role Play
12 11/27/17	<ul style="list-style-type: none"> ▪ Solution-Focused Therapy 	<ul style="list-style-type: none"> • Group Presentation
13 12/4/17	<ul style="list-style-type: none"> ▪ Integration of Family Therapy Models ▪ Wrap-up 	<ul style="list-style-type: none"> • Role Play
14 12/11/17	<ul style="list-style-type: none"> ▪ Exam 	<ul style="list-style-type: none"> • In-class Exam

Course Schedule – Detailed Description

Sep 11: Unit 1

Introduction to the Course

Topics

- The advent of family therapy
- Treatment of problems in the context of family
- Differences between individual and family modalities
- Cultural factors and practice implications

Required Readings

Nichols & Davis (2016). Introduction, Chapter 1

Gehart (2014). Chapters 1-2

Brown D (1997). Implications of cultural values for cross-cultural consultation with families, *Journal of Counseling & Development*, 76, 29-35.

Walsh, F. (2012). *Normal family processes* (4th ed). New York, NY: Guildford Press. Chapter 1

Recommended Readings

Nichols & Davis (2016). Chapter 14

Walsh, F. (2012). *Normal family processes* (4th ed). New York, NY: Guildford Press. Chapter 2

Sep 18 & 25: Units 2-3

- **Systems Theory**
- **Bowen Family Systems**

Topics

- Systemic concepts
- Early family therapy theoretical concepts
- Family assessment

Required Readings

Nichols & Davis (2016). Chapters 2-4

Gehart (2014). Chapter 3; Chapter 4 (pages 61-75); Chapter 7 (pages 229-242); Genograms, Pages 535-537

Ballard, M. B., Fazio-Griffith, L., & Marino, R. (2016). Transgenerational Family Therapy: A case study of a couple in crisis. *The Family Journal*, 24(2), 109-113.

Falicov, C. J., & Brudner-White, L. (1983). The shifting family triangle: The issue of cultural and contextual relativity. *Cultural perspectives in family therapy*, 51-67.

Walsh, F. (2016). Developing resilience-based genograms. *Strengthening family resilience* (3rd ed). New York, NY: Guilford Press. Appendix 2, Pages 359-365.

Recommended Readings

Bowen, M. (1966). The use of family theory in clinical practice. *Comprehensive Psychiatry*, 7(5), 345-374.

Gehart (2014). Case conceptualization using systemic theories (Pages 108-124)

Hardy, K. V., & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21(3), 227-237.

McGoldrick, M. Gerson, R., & Perry, S. (2008). *Genograms: Assessment and intervention* (3rd ed). New York: Norton.

McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. New York, NY: Guilford Press.

Oct 2 & 9: Units 4-5

Structural Family Therapy

- ✓ **Assignment 1 Due (Oct 2)**
- ✓ **Role Play (Oct 2)**
- ✓ **Group Presentation (Oct 9)**

Topics

- Theoretical formulations
- Family dynamics
- Mechanisms of change
- Therapeutic techniques

Required Readings for Unit 4 and 5

Nichols & Davis (2016). Chapter 6

Gehart (2014). Chapter 5

Aponte, H., & Hoffman, L. (1973). The Open Door: The Structural Approach to a Family with an Anorectic Child. *Family Process*, 12, 1-44.

Hammond, R. T. and M. P. Nichols (2008). "How collaborative is structural family therapy?" *The Family Journal* 16(2): 118-124.

Szapocznik, J., Rio, A., Perez-Vidal, A., Kurtines, W., Hervis, O., & Santisteban, D. (1986). Bicultural Effectiveness Training (BET): An experimental test of an intervention modality for families experiencing intergenerational/intercultural conflict. *Hispanic Journal of Behavioral Sciences*, 8(4), 303-330.

Recommended Readings

Curtis, N. M., Ronan, K. R., & Borduin, C. M. (2004). Multisystemic treatment: A meta- analysis of outcome studies. *Journal of Family Psychology*, 18(3), 411-419.

Feaster, D.J., Burns, M.J., Brincks, A.M., Prado, G., Mitrani, V.B., et al, (2010). Structural EcoSystems Therapy For HIV+ African American Women and Drug Abuse Relapse. *Family Process*, 49, 204-219.

Littell, J., Popa, J. H., & Forsythe, B. (2005). Multi-systemic therapy for social, emotional, and behavioral problems in youth aged 10-17, *Campbell Collaboration Review*

Radohl, T. (2011). Incorporating Family into the Formula: Family Directed Structural Therapy for Children with Serious Emotional Disturbance. *Child and Family Social Work*, 16, 127-137.

Oct 16 & 23: Units 6-7

Strategic Family Therapy

- ✓ **Role Play (Oct 16)**
- ✓ **Group Presentation (Oct 23)**

Topics

- Theoretical formulations
- Family dynamics
- Mechanisms of change
- Therapeutic techniques

Required Readings for this Unit 6 and 7

Nichols & Davis (2016). Chapter 5

Gehart (2014). Chapter 4 (pages 75-88)

Anger-Diaz, et.al. (2004). Problem solving across cultures: Our Latino experience. *Journal of Systemic Therapies* 23 (4).11-27.

Fisch, R. (2004). What have you done lately? MRI Brief Therapy. *Journal of Systemic Therapies* 23 (4), 4-10.

Szapocznik, J. & Williams, R.A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, (3)2, 117-134.

Recommended Readings

Austin, A. M., M. J. Macgowan, et al. (2005). "Effective family-based interventions for adolescents with substance use problems: A systematic review." *Research on Social Work Practice* 15(2): 67-83.

Distelberg, B. J. (2008). "History of evidence-based practices: An interview with José Szapocznik." *The Family Journal* 16(2): 173-179.

Robbins, M. S., D. J. Feaster, et al. (2011). "Therapist adherence in brief strategic family therapy for adolescent drug abusers." *Journal of Consulting and Clinical Psychology* 79(1): 43-53.

Santisteban, D. A., L. Suarez-Morales, et al. (2006). "Brief Strategic Family Therapy: Lessons learned in efficacy research and challenges to blending research and practice." *Family Process* 45(2): 259-271.

Oct 30 & Nov 6: Units 8-9

Behavioral Family Therapy

- ✓ **Role Play (Oct 30)**
- ✓ **Group Presentation (Nov 6)**

Topics

- Theoretical formulations
- Family dynamics
- Mechanisms of change
- Therapeutic techniques

Required Readings for this Unit 8 and 9

Nichols & Davis (2016). Chapter 9

Gehart (2014). Chapter 8 (Pages 275-287)

Addis, M. E., & Zamudio, A. (2001). Systemic and clinical considerations in psychosocial treatment dissemination: An example of empirically supported treatment for a gay couple. *The Behavior Therapist*, 24(7), 151-154. Retrieved from EBSCO host.

Domenech Rodríguez, M. M., Baumann, A. A., & Schwartz, A. L. (2011). Cultural adaptation of an evidence based intervention: From theory to practice in a Latino/a community context. *American Journal of Community Psychology*, 47(1), 170-186.

Lau, A. S., Fung, J. J., Ho, L. Y., Liu, L. L., & Gudiño, O. G. (2011). Parent training with high-risk immigrant chinese families: A pilot group randomized trial yielding practice-based evidence. *Behavior Therapy*, 42(3), 413-426.

Recommended Readings

Falloon, I. R. (Ed.). (2015). *Handbook of behavioural family therapy*. New York, NY: Routledge.

Bullard, L., Wachlarowicz, M., DeLeeuw, J., Snyder, J., Low, S., Forgatch, M. S., & DeGarmo, D. S. (2010). Effects of the Oregon Model of Parent Management Training (PMTO) on marital adjustment in new stepfamilies: A randomized trial. *Journal of Family Psychology*, 24, 485-496.

Martinez, C. R., Jr., & Eddy, J. M. (2005). Effects of culturally adapted parent management training on Latino youth behavioral health outcomes. *Journal of Consulting and Clinical Psychology*, 73, 841-851.

Powers, M. B., Vedel, E., & Emmelkamp, P. G. (2008). Behavioral couples therapy (BCT) for alcohol and drug use disorders: A meta-analysis. *Clinical Psychology Review*, 28(6), 952-962. doi:10.1016/j.cpr.2008.02.002

Nov 13: Unit 10

Family Psychoeducation

Topics

- Theoretical formulations
- Family dynamics
- Mechanisms of change
- Therapeutic techniques

Required Readings

Nichols & Davis (2016). Pages 236-238

Gehart (2014). Pages 287-288

Barrio, C., & Yamada, A. M. (2010). Culturally based intervention development: The case of Latino families dealing with schizophrenia. *Research on Social Work Practice*, 20(5), 483-492.

Dixon et al. (2011). Outcomes of a randomized study of a peer-taught family-to-family education program for mental illness. *Psychiatric Services*, 62, 591-597.

McFarlane, W. R., Dixon, L., Lukens, E., & Lucksted, A. (2003). Family psychoeducation and schizophrenia: A review of the literature. *Journal of Marital and Family Therapy*, 29(2), 223-245.

Perlick, D. A., Straits-Troster, K., Strauss, J. L., Norell, D., Tupler, L. A., Levine, B., ... & Dyck, D. G. (2013). Implementation of multifamily group treatment for veterans with traumatic brain injury. *Psychiatric Services*, 64(6), 534-540.

Telles et al. (1995). Immigrant families coping with schizophrenia: Behavioral family intervention v. case management with low-income Spanish-speaking populations. *British Journal of Psychiatry*, 167, 473-479.

Recommended Readings

McFarlane, W. R., (Ed.). (2002). *Multifamily groups in the treatment of severe psychiatric disorders*. New York, NY: Guilford.

McFarlane, W. R. (2016). Family interventions for schizophrenia and the psychoses: A review. *Family Process*, 55(3), 460-482.

Nov 20 & 27: Units 11-12

Solution-Focused Therapy

- ✓ *Role Play (Nov 20)*
- ✓ *Group Presentation (Nov 27)*

Topics

- Theoretical formulations
- Family dynamics
- Mechanisms of change
- Therapeutic techniques

Required Readings for this Unit 10 and 11

Nichols & Davis (2016). Chapter 11

Gehart (2014). Chapter 9

Gingerich, W. J. and S. Eisengart (2000). "Solution-Focused Brief Therapy: A Review of the Outcome Research." *Family Process* 39(4): 477-499.

Iveson, C. (2002). Solution Focused Brief Therapy. *Advances in Psychiatric Treatment*. 8, 149-157.

Kim, J. S., S. Smock, et al. (2010). "Is solution-focused brief therapy evidence-based?" *Families in Society* 91(3): 300-306.

Recommended Readings

Kim, J.S. & Franklin, C. (2009). Solution-focused brief therapy in schools: A review of the

outcome literature. *Children & Youth Services Review*, 31, 464-470

Taylor, L., P. Wright, et al. (2010). "Introducing brief therapy into a community mental health service." *Journal of Systemic Therapies* 29(2): 15-25.

Dec 4: Unit 13

- **Integration of Different Family Therapy Models**
- **Wrap-up**

✓ **Role Play**

Topics

- Process for family therapy across models
- Integrative models

Required Readings

Nichols & Davis (2016). Chapter 13

Bitter, J. R. (2014). *Theory and practice of family therapy and counseling* (2nd ed). Belmont: CA Brooks/Cole. Chapters 17-18.

Ramisch, J. L., M. McVicker, et al. (2009). "Helping low-conflict divorced parents establish appropriate boundaries using a variation of the miracle question: An integration of solution-focused therapy and structural family therapy." *Journal of Divorce & Remarriage* 50(7): 481-495.

Sluzki, C. E. (1983). Process, structure and world views: Toward an integrated view of systemic models in family therapy. *Family Process*, 22(4), 469-476.

Dec 11: Unit 14

In-class Exam

VIII. 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](tel: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](tel: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.