

SW 310 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE [BSW/U# 59630]

Flag: Cultural Diversity in the United States

Spring Semester 2022

Mondays 9:30 am - 12:30 pm, SSW 2.112

Professor: Dr. Yolanda C. Padilla

Contact: ypadilla@utexas.edu, 512-471-6266

Office: SSW 3.130K

Office hours: Mondays 12:30-1:30 & by appt.

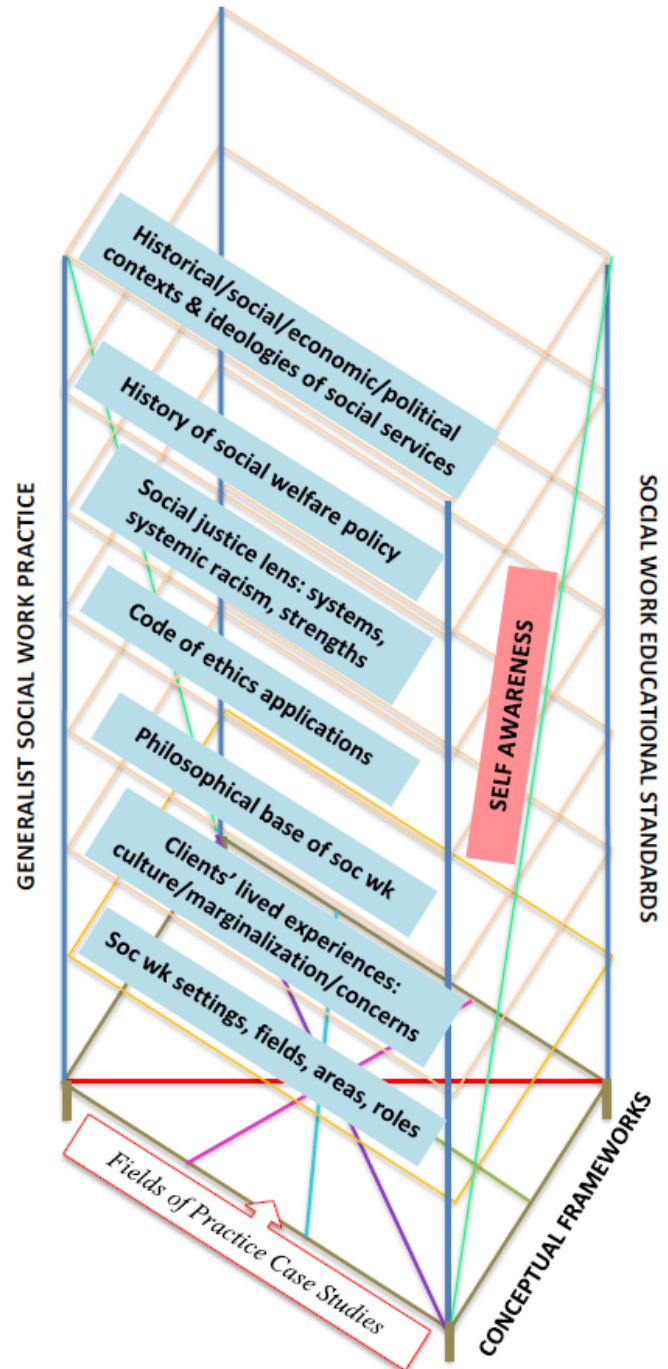
Social work is a profession that approaches human well-being by using a person-in-environment lens, intervening simultaneously across multiple spheres to improve lives, strengthen communities and promote justice.

I. Course Description

Introduction to the profession of social work including its fields of practice; values and ethics; its history and the social welfare policies that undergird it; its interactions with contexts which shape practice; and its promotion of social and economic justice to advance human rights, alleviate critical social problems, and promote wellbeing. Discuss engaging diversity and differences in social work practice.

II. Course Objectives

We will approach the course using [instructional scaffolding](#) to support the [co-creation of your learning](#) through deep learning and discovery. You will achieve the course objectives (1-7 from bottom), in blue, through a case study of a field of practice (e.g., health) of interest to you. You will draw on social work practice standards, ethics, and conceptual frameworks, informed by your professional nascent goals and the wisdom of your life and background.



Instructional Scaffolding for Learning Objectives

1. Delineate contexts and settings of generalist social work practice, including fields and areas of practice and leadership, as well as roles and functions that social workers perform.
2. Explain the importance of understanding the lived experiences of clients and communities, including the impact of racialization and other marginalization: their ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, in order to provide responsive social work services.
3. Interpret the philosophical base of social work in relation to political and moral philosophy, ethics, logic, empirical knowledge, art, and theory.
4. Apply the major principles of the NASW Code of Ethics to practice and develop an awareness of how your assumptions, identities, values, and beliefs affect your work with clients.
5. Using a social justice lens,
 - a. Identify strengths with individuals, families, groups, organizations, and communities
 - b. Identify and change the policies, behaviors, and beliefs that perpetuate racist ideas and actions
 - c. Understand and apply theories of human behavior, person-in-environment, and systems
6. Understand the historical social, economic, and political contexts and ideologies that have influenced the development of social work and social service systems.
7. Trace the trajectory of U.S. social welfare history, policies, and services that guide social work practice and the social welfare system in contemporary times.

Flag: Cultural Diversity in the United States

The course carries the Cultural Diversity flag, which requires that students “explore in-depth the shared practices and beliefs of [specifically] one or more underrepresented cultural groups subject to persistent marginalization [and] reflect on their own cultural experiences.” Although oppression deeply disrupts communities, marginalized groups are not defined by the social injustices committed against them. We will critically analyze the narratives that are used to define target groups and learn how these communities define and reclaim their *own* stories.

III. Teaching Methods: Learning Communities by Fields of Practice

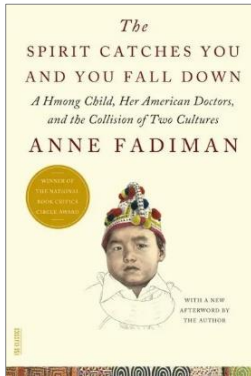
We will approach the course objectives by applying content from social work to case studies in various fields of practice. The source of our case studies will be full-length narrative non-fiction books (one per student) from a list that I curate. The main purpose of the case studies is to learn about the lived experiences and social-political-economic-cultural contexts of communities to better understand how social work can best serve them. We will hear real stories that people share with us—their wisdom, cultural worldviews, hardships and hopes—through memoirs, ethnographic studies, and journalistic accounts. Some books will be mirrors in which we can see ourselves or our families, others will be windows through which we will see the lives of others.

We will have five fields of practice [learning communities](#) (groups/sections). The case studies in each section will add unique perspectives and will enrich and inform your learning of social work,

social service delivery, and social welfare policy within and across the learning communities. Working within the learning communities, regardless of field of practice, everyone will learn the same concepts, and the knowledge you gain will be transferable to the other fields of practice. In all the sections, service providers are part of some of the stories. Studying social work through specific cases deepens our understanding, and learning from each other multiplies our exposure.

Case Studies by Fields of Practice

Field of Practice: The Lived Experiences of People Affected by Illness and Disability



Narrative Medicine: Honoring the Stories of Illness

The Undying: Pain, Vulnerability, Mortality, Medicine, Art, Time, Dreams, Data, Exhaustion, Cancer, and Care

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures

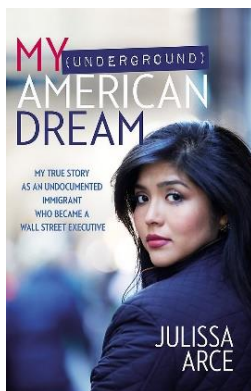
Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States

Inflamed: Deep Medicine and the Anatomy of Injustice

Raising a Rare Girl (a memoir)



Field of Practice: The Lived Experiences of People Immigrating to the United States



Fragile Families: Foster Care, Immigration, and Citizenship

Forgotten Citizens: Deportation, Children, and the Making of American Exiles and Orphans

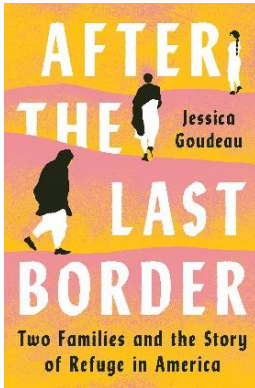
Becoming Transnational Youth Workers: Independent Mexican Teenage Migrants and Pathways of Survival and Social Mobility

My (Underground) American Dream: My True Story as an Undocumented Immigrant Who Became a Wall Street Executive

The Death and Life of Aida Hernandez: A Border Story

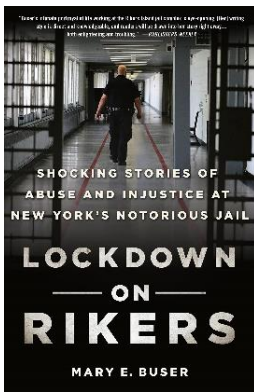
Facilitating Injustice: The Complicity of Social Workers in the Forced Removal and Incarceration of Japanese Americans, 1941-1946

Field of Practice: The Lived Experiences of People Affected by Forced Displacement (Refugees)



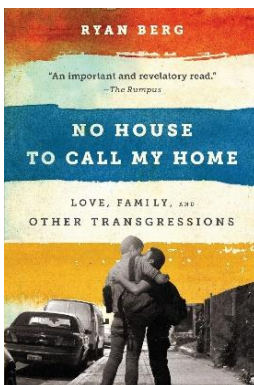
After the Last Border: Two Families and the Story of Refuge in America
The Ungrateful Refugee: What Immigrants Never Tell You
The Best We Could Do (a graphic novel memoir)
Refugee (a memoir)
The Boat People (a novel inspired by a real incident)
Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers

Field of Practice: The Lived Experiences of People Affected by Incarceration



Halfway Home: Race, Punishment and the Afterlife of Mass Incarceration
Becoming Ms. Burton: From Prison to Recovery to Leading the Fight for Incarcerated Women
Incarceration Nations: A Journey to Justice in Prisons Around the World
Lockdown on Rikers: Shocking Stories of Abuse and Injustice at New York's Notorious Jail
The Other Wes Moore: One Name, Two Fates (a memoir)
Everyday Desistance: The Transition to Adulthood Among Formerly Incarcerated Youth

Field of Practice: The Lived Experiences of People Living in Poverty



\$2.00 a Day: Living on Almost Nothing in America
Evicted: Poverty and Profit in the American City
No House to Call My Home: Love, Family, and Other Transgressions
The Making of a Teenage Service Class: Poverty and Mobility in an American City
What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City
Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side

IV. Course Requirements

Below is the assignments for the course. Additional details in course policies under section VII. We meet only 14 times, and because we engage in a co-creation learning model and form learning communities, your presence and personal immersion matters.

Cycle of Socialization Outline	10%
LBJ Museum Essay	20%

Contribution to Learning Community Case Study (Regular check-in)	15%
Learning Community Project Proposal, Project, Digital Portfolio, Presentation	30%
Individual Reflections on Case Study	25%
	<hr/>
	100%*

***Absences:** 2-pt course grade deduction per unexcused absence. If you need to miss, email me and your group members. Attendance is required to pass the course, regardless of your course average.

Assignments submission: On Canvas. Assignments are due at class time (9:30 am). Reason: you will draw from them for the work we do that day. Don't miss class to finish assignment (submit after class)!



Assignment prompts, readings & other class information: On Canvas. Updates will be sent by email.

V. Course Schedule: Spring 2022

- The course schedule is subject to change, with advance notice, to meet learning objectives.
- Plan for the short readings (except “In class”) the week before the day they will be discussed, and bring notes. Readings on Canvas.
- The course objectives are infused throughout, but the specific focus is listed above each class day/days.


Class	What we’re doing today	Readings/learning materials for today	What’s due today
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Course Objectives → Social Justice: systems approach; Lived experiences and marginalization/injustice

<p>1/24 Online</p>	<p>Welcome and course launch <i>Person-in-environment (systems) approach: analyzing and addressing well-being at the individual/family/community/social levels (Part 1)</i></p> <p><u>Case study book distribution & brief class activity:</u> <i>First impressions of what you expect/wonder about your book. See Amazon description and “Look Inside.”</i></p>	<p>In class: VIDEO CLIP (9:03): An Introduction to Systems Theory in Social Work (Lecturer in Social Work, Univ of Northampton, UK)</p> <p><i>The Sociological Imagination</i></p> <p>Critical thinking bookmark (for exercise)</p> <p>Health Quiz (ungraded)</p> <p>FILM: Unnatural Causes</p>	<p><i>You</i></p> 
<p>1/31 Resume face-to-face</p>	 <p><i>Person in environment: What do personal stories tell us about the way society works? (Part 2)</i></p> <p>Discuss syllabus “!*?” & Learning Plan Introduce course objectives: Skeletal outline</p> <p><u>Start your book today!</u> <i>Case studies begin Feb. 21.</i></p>	<p><i>The Sociological Imagination</i> <i>Antiblack Racism and the AIDS Epidemic</i> “The Cycle of Socialization” <i>Hip Deep: Opinion, Essays, and Vision from American Teenagers</i> (Select one essay)</p>	<p>Cycle of Socialization Outline</p> <p>Read Syllabus & Learning Plan. Mark 3 things in each that are:</p> <p>! Important * Interesting ? Unclear (question)</p>

Estimate daily reading schedule for your case study book

Total number of pages in your book / 21 days (Jan 31 to Feb 20) = _____ pages you need to read daily to finish your book by Feb 20. Count in-class reading time as “extra” for wiggle room. If you finish it before Feb 20, let me know a week in advance and I’ll order you a new book.

<p>2/7 and 2/14</p>	<p>Case study books (Student selections from VI. Required readings: Case Studies. 2/7: Reading, pastries, and coffee!</p> 	<p>How to approach your reading, how to read actively</p> <ul style="list-style-type: none"> • <u>“Ask questions” of your book and other readings based on the course objectives as you prepare to conduct your semester case studies.</u> • <u>Annotate while you read: mark, highlight, insert post-it flags by passages—so that you can easily find them for your case study.</u> • <u>Take notes that reflect critical thinking on your thoughts, reflections, questions, emotional reactions, things that you relate to, thing that surprise/interest you, words of wisdom (use the critical thinking prompts).</u> Reading is a transaction between you and the text. • <u>Learn more about the book—read book reviews, read about the author, watch interviews with the author or other sources by/about the author.</u>
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Fields of Practice Learning Communities Case Studies: 9:30-10:45 Individual learning activity ★ 11:00-12:15 Group learning activity

To conduct your case study, come prepared to discuss your book vis-à-vis the assigned social work article(s) and to identify supplemental background knowledge materials specific to your learning community’s field of practice in class.

Case study class days highlighted in yellow

<p>2/21</p>	<p>Case study #1: <i>Person-in-environment: the consequences of multiple oppressions for individual well-being (Part 3, continued from 1/24 and 1/31)</i></p>	<p>“Understanding the link between multiple oppressions and depression among African American women: The role of internalization”</p>	<p>* Case study book and annotations must be completed by class time today</p> <p>In class: Case study</p>
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Course Objective → Social justice: culture and strengths


2/28	<p>Case study #2: <i>Culture and strengths/resilience in your case study: Culture, Strengths perspective,</i></p>	<p>“The Case for #BlackGirlMagic: Application of a strengths-based, intersectional practice framework for working with Black women with depression” Why Stories Matter to Our Lives and Culture</p>	In class: Case study
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Course Objective → Code of Ethics

3/7	<p>Case study #3 <i>Social work ethical dilemmas emerging from your case study and reflections on personal assumptions, identities values, and beliefs</i></p>	<p>“Renewing the Ethics of Care for Social Work under the Trump Admin” (NASW) NASW Code of Ethics IFSW Global Definition of So Wk: Core mandates, principles, knowledge, practice</p>	In class: Case study
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3/14 S p r i n g  B r e a k

Course Objectives → Historical/social/economic/political contexts & ideologies of social services and social work;
 History of social welfare policy

<p>3/21 Meet at LBJ Museum ★ Class tour</p>	<p><i>POLICY CASE STUDY: Contexts & ideologies of social welfare policy and social services: Civil Rights and the Great Society legislation</i></p> 	<p>Johnson’s 1965 Voting Rights speech (video) “Seeing is Believing: The Enduring Legacy of Lyndon Johnson”</p> <div style="border: 2px solid red; padding: 10px; margin-top: 10px;"> <p>What is social welfare policy? <i>Social welfare policy is the plan that we as members of a society formulate to respond to the needs and promote the well-being and full potential of individuals, families, and communities.</i></p> </div>	
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3/28	Case study #4 <i>Social welfare policies in your case study: ideological foundations, effectiveness, flaws</i>	Social Work and Social Policy Practice: Imperatives for Political Engagement A Brief History of Social Work	LBJ Museum Essay In class: Case study
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Course Objectives → Health and social services, social work areas and fields of practice; philosophical base of social work

4/4	Case study #5 <i>Health and social services in your case study: fields (population/problem) and areas (intervention modalities) of practice; philosophical base</i>	“Methods of Social Work Practice” Conversations on Social Work Careers video series: Lauren Gutierrez, LCSW, school social worker (Video 28:00) Fields of Practice & Intervention Modalities	In class: Case study
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Course Objectives → Historical/social/economic/political contexts & ideologies of social services and social work

4/11 <i>and</i> 4/18	<i>Global and intercultural competence: International worldviews in literature and perspectives on social problems and solutions</i> In class: We Live in an Interconnected World (Video 4:03) 4/11 Discuss Learning Intercultural Skills readings. Agree on stories from the Preparing Students homepage your group will work on 4/18 4/18 Exploration of story in learning communities	4/11 READ & BRING NOTES <ul style="list-style-type: none">Learning Intercultural Skills: International Social Work Approaches Reading List <i>(Select one reading from list and coordinate with each other so that each group member reads a different piece.)</i>Review homepage: Preparing Students to Practice in an Interconnected World	In class learning activity
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Course Objectives → Composite

4/25 <i>and</i> 5/2	Learning Communities Project Presentations Wrap-Up and Course evaluations		Individual Reflection
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VI. Bibliography

- Byers, D. S., & Shapiro, J. R. (2019). Renewing the ethics of care for social work under the Trump administration. *Social work, 64*(2), 175-180.
- Califano, J. A. *Seeing is Believing: The Enduring Legacy of Lyndon Johnson*. (2008) Washington, DC. Speech
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- Tannenbaum, N., & Reisch, M. (n.d.). *From charitable volunteers to architects of Social Welfare: A brief history of social work*. University of Michigan School of Social Work. Retrieved December 31, 2021, from <https://ssw.umich.edu/about/history/brief-history-of-social-work>
- Walton, Q. L., & Oyewuwo-Gassikia, O. B. (2017). The case for# BlackGirlMagic: Application of a strengths-based, intersectional practice framework for working with Black women with depression. *Affilia: Journal of Women & Social Work, 32*(4), 461-475. P. 466 (468-72)
- Young, A. L. (2006). *Hip Deep: Opinion, Essays, and Vision from American Teenagers* (Next Generation Press, 2006).

VII. Grading Policies

94.0 & Above	A*	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+	Below 60.0	F
90.0 to 93.999	A-	84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D		
		80.0 to 83.999	B-	70.0 to 73.999	C-**	60.0 to 63.999	D-		

*Exceeds expectations. **A course grade below a C (74.0) is considered failing.

VIII. Class Policies

Class Expectations and Evaluation Standards. Use these guidelines to craft your work and other class assignments:

- Engage in the assignment, bring your own thinking: for some assignments, this means simply remembering that everything we do reflects what we bring, what we think is important, our worldview and vision.
- Use critical thinking (refer to our Critical Thinking Prompts book mark).
- When you apply the concepts you are learning about to your case study, ground what you are writing or speaking about in the book you're reading or other readings and sources connected to the assignment (e.g., the LBJ Museum tour): ideas, stories, examples, quotes.
- I'm looking for at least one insight that shows that you've achieved a deeper understanding. If you give me a grammatically perfect paper that says little, I'll return it ungraded for you to redo.
- I encourage you to revise written assignments for a grade of up to 85 (highlight revisions on the original submission, unless you're making major changes).
- I grade holistically, rather than using an item-by-item point system.

Civil Learning Environment. We come together as a community of learners. We engage with each other kindly, through meaningful and constructive dialogue. We stay on task and avoid behaviors that disrupt the learning environment. Do what you need to do to take care of yourself: if there is something serious going on in your life that requires that you check your phone, do so (at all other times, turn off electronic devices); if content that we are covering is emotionally difficult for you personally, walk out for a few minutes; if there is an issue specific to you that you want to discuss, such as how I graded your assignment, talk to me individually outside of class.

IX. University Policies

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic

accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.