

COMMON COURSE SYLLABUS

The contents in the common syllabus are shared among partnering programs.

Please refer to your program's specific FICP course syllabus for official information about grading, expectations, and policies.

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What is Interprofessional Collaborative Practice?

According to the World Health Organization (2010)¹, “interprofessional collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers [*sic*] and communities to deliver the highest quality of care.”

Why is Interprofessional Collaborative Practice important?

Health care errors are currently the third leading cause of death in the US (Makary & Daniel, 2016)². First identified as a problem of epidemic proportions by the Institute of Medicine (IOM) in 2000³, the shocking statistics of preventable deaths attributed to these errors led to the realization that how health care is delivered is essential to safe, effective, person-centered health outcomes (IOM, 2001)⁴. Critical to addressing health care errors and to improving the quality and safety of care is redesigning the health care system to deliver interprofessional team-based care (IPEC, 2023)⁵.

To prepare the health professions workforce to lead health care innovation and provide optimal, team-based care, interprofessional education (IPE) is needed. Leading organizations, such as the Institute of Medicine, the Josiah Macy Jr. Foundation, the Robert Wood Johnson Foundation, and the World Health Organization, have called for greater interprofessional education in which students from at least two different health professions learn about, from, and with each other (World Health Organization, 2010)¹. By deliberately working with students from other health professions with the common goal of providing quality person-centered care, students develop mutual respect through trust, honesty, and integrity, understand each other’s professional role in addressing the needs of individuals and populations, communicate effectively, and develop team work skills (IPEC, 2023)⁵.

What is Interprofessional Education?

According to the same World Health Organization 2010 report¹, “interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.” Interprofessional education prepares health professions students for collaborative practice.

Learning Approach

This course focuses on the interprofessional team-centered experiences and student-owned learning as the principal approaches to learning. Course faculty members will be present to support student teams’ experiences and discoveries. Team-centered experiences include small and large group activities in class, out-of-classroom application via community learning, and interprofessional team simulations. Learners will also individually connect course experiences to ones’ own professional and interprofessional identities in end-of-term write-ups.

¹ World Health Organization (WHO). (2010). Framework for action on interprofessional education & collaborative practice. Geneva: World Health Organization. Available at: http://apps.who.int/iris/bitstream/10665/70185/1/WHO_HRH_HPN_10.3_eng.pdf. Accessed 14 June 2016.

² Makary, M.A., & Daniel, M. (2016, May). Medical error—the third leading cause of death in the US. *British Medical Journal*, 353:i2139. doi: <http://dx.doi.org/10.1136/bmj.i2139>.

³ Institute of Medicine. (2000). *To err is human: Building a safer health system*. Washington DC: National Academy Press.

⁴ Institute of Medicine. (2001). *Crossing the quality chasm*. Washington DC: National Academy Press.

⁵ Interprofessional Education Collaborative Expert Panel. (2023). *IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3*. Available at: https://www.ipecollaborative.org/assets/core-competencies/IPEC_Core_Competencies_Version_3_2023.pdf

Course Textbook and Readings

There will be assigned readings to be completed in advance of each session. Assigned reading hyperlinks will be accessible via CANVAS. There is no required course textbook.

Student Expectations

Students in this course will experience the content in teams. To maximize the learning experience, students will be expected to commit to the following:

- Arrive to class punctually and have completed the advance preparation assigned for the session.
- Engage in open, candid, appreciative, respectful, and inquisitive dialogue in the exploration of the course content.
- Actively support and encourage team members' exploration of the course content
- Jointly, with team members, share ownership in team accountability in expectations of conduct, performance, and work in the course.
- Attend all assigned sessions and complete all assigned work by due dates.
- Contact the course director and/or course coordinator in one's respective program to provide timely information on any anticipated or unanticipated issues affecting ones' course participation.

Student Attire

You are a member of an esteemed profession at a preeminent institution. Your words, actions, and appearance reflect on your colleagues, campus, and community. In the Foundations in Interprofessional Collaborative Practice, you will be expected to present yourself in professional casual attire for all course activities unless otherwise notified by the course directors.

For simulation events with patient actors, you will dress professionally as you would be expected in actual patient or client encounters in clinical settings or field placements.

Consent for Photography/Videography

At the beginning of the course, you will be asked to provide consent for photography and videography in this course. These products could be used to promote the course, its contents, and your contributions to interprofessional learning and collaboration at the university.

Absences and Make-Up Work

Attendance of assigned sessions and activities are mandatory for all students. The program course director or co-director must approve anticipated absences in advance. On those rare occasions that students are unable to attend their assigned session, students will be expected to complete make-up work. Students need to notify the course director or co-director of their respective programs. Students will make up the missed session with assigned course work that will be posted on CANVAS with the appropriate module. **Please note that the make-up assignments will take just as much if not more time than that of the in-class sessions.** The make-up work will be reviewed by the student's respective program course director/co-director.

Students with an absence must:

- Notify their course director/co-director or facilitator in advance, according to their respective programs' absence policies
- Notify their team members AND faculty facilitators ahead of the session.

- Complete make-up work due by 11:59pm of the seventh calendar day (excluding official university holidays) after its assignment via the program CANVAS site.

Faculty Team Facilitators

Faculty team facilitators have been recruited from among the partnering programs. In addition to bringing diverse expertise and experiences to the course and students' learning, they will primarily serve to support the teams' exploration and dialogue of the course content. They will also provide the teams and their team members with feedback in the course. They will work with the course directors to deliver the module experiences as small group facilitators of the teams. Though each team will have one assigned faculty facilitator for the term, occasionally your team will also be supported by other course faculty facilitators, including Year 3 medical students and pharmacy students serving as near peer facilitators.

In class sessions, please address course instructors, e.g., your team facilitators, as "**Professor**". This standard has been set by the partnering programs as a mean to demonstrate respect and professionalism to our faculty, regardless of home program standard or personal preference.

Virtual Sessions

Some FICP sessions could be offered virtually via ZOOM. In preparation for this experience, you should complete the following actions:

- Claim your UT ZOOM account by using your EID and password to access the "SIGN IN" link at: <https://utexas.zoom.us/>.
- Test your computer's readiness for ZOOM at: <https://zoom.us/test>
- Additional helpful information available at: <https://zoom.its.utexas.edu/home>

During those virtual sessions:

- Plug your computer into a power outlet for uninterrupted power
- Situate yourself in a comfortable learning environment with adequate front or side face lighting for optimal video transmission
- Consider using a headset with earphones and a microphone to optimize audio transmission

Recommended Virtual Presence Good Practices

Your team's success in FICP will be enhanced by your good practice in the virtual learning environment.

Good practice in the virtual FICP learning environment includes:

- Management of background video and audio distractions
- Front or side lighting of your face for video
- Mindful use of appropriate virtual backgrounds
- Working with team members to establish expectations in break out room dialogues
- Use the chat feature to complement and expand on break out room dialogues

Student Teams

Students will be assigned to an interprofessional student team for this course. Course leaders will aim to have representation from the partnering programs in each team. Students will experience the course through their teams for the duration of the course. As team members,

students will have the important responsibility of supporting their team members' learnings and experiences in the course. If there are concerns about team members, please raise the concerns with the faculty team facilitator(s) and/or course directors.

Class Cohorts

Student teams will be organized into three cohorts. You will attend the sessions scheduled for your team's assigned cohort.

	<u>Cohort 1</u>	<u>Cohort 2</u>	<u>Cohort 3</u>
Teams	1-12	13-24	25-36

Class Sessions

FICP class sessions will be offered by cohorts on Fridays through **in-person or virtual sessions (2pm-5pm)**.

Fall Term Sessions		Cohort 1	Cohort 2	Cohort 3
		Teams 1-12	Teams 13-24	Teams 25-36
Course Kickoff (ALL COHORTS)	Student Union Shirley Bird Perry Ballroom	August 30		
Roles & Responsibilities	NUR 1.112	September 6	September 13	September 20
HIPE Event: Interprofessional Communication and Teamwork	Student Union Shirley Bird Perry Ballroom	September 27		
Shared Values and Ethics	HLB 1.111	October 4	October 11	October 18
TeamSTEPPS Applications	NUR 1.112	October 25	November 1	November 8
Motivational Interviewing	HLB 1.111	November 15	November 22	December 6

For your information and advance planning as needed: SPRING TERM COHORT SEQUENCE IS 3-1-2.

Spring Term Sessions		Cohort 3	Cohort 1	Cohort 2
		Teams 25-36	Teams 1-12	Teams 13-24
Course Kick Off (ALL COHORTS)	Student Union Shirley Bird	January 17		

	Perry Ballroom			
Team Addiction Care	HLB 1.111	January 24	January 31	February 7
HIPE Day	Texas Student Union Ballroom	February 14		
Team Error Disclosure	NUR 1.112	February 21	February 28	March 7
Team Palliative Care & Sim Prep	HLB 1.111	March 14	March 28	April 4
Team Telehealth Simulation	Virtual	April 11	April 18	April 25

HIPE Event Day

The University of Texas at Austin Health Interprofessional Practice and Education (HIPE) Center will organize campus-wide interprofessional learning event activities for health professions students and programs, including those not presently a part of FICP.

Participation in IPE Event Day is required attendance for FICP students.

More information about the HIPE Center is available at: <https://healthipe.utexas.edu/>.

Video Series: Interviews with Health Care Team Members

In the fall term, as an important opportunity to reinforce the experiences introduced in the sessions, students will be assigned to view to learn more about roles and responsibilities of health care team members. The videos will be available for viewing at any time throughout the Canvas course website.

Interprofessional Team Simulations

Throughout the course, teams will have opportunities to practice course contents and competencies through simulations. These experiences will take place in small group settings or in clinical simulation centers. Faculty members and/or standardized patients would portray the patients/clients in the simulations.

Experiences that take place in clinical simulation centers will be video-recorded and made available for review and learning. For simulation events with standardized patients, you will dress professionally as you would be expected in actual patient or client encounters in clinical settings or field placements.

Individual and Team Readiness Assurance Tests for Class

The advance preparation material provides important foundations for session experiences and learnings. Before each class session, you will complete a 10-minute, 5 question multiple-choice individual readiness assurance test (iRAT) on CANVAS. The iRAT will be based on content from the session advance preparation material. The iRAT for each session will be made available at least one week prior each cohort’s session.

At each class session, you and your team members as a group will have 4 minutes to take a one-question quiz as a team readiness assurance test (tRAT) on CANVAS. The tRAT will focus on application of the session advance preparation material. You will individually submit the group's preferred answer choices to the tRAT. The results of the tRAT will be released upon your group's quiz completion. Your team's tRAT responses will be for completion grade and will be used to take attendance.

Students will be expected to achieve a cumulative iRAT passing score of $\geq 70\%$. Students who are at risk for not achieving the passing score could be assigned make-up work.

Students will be expected to take the iRAT even if they will miss the class session.

Learner Professional and Interprofessional Identities

Though the course experiences are team-centered, written reflections will provide you with individual opportunities to consider the relevance and sense of the course content and experiences to your ongoing studies and future practice. At the end of the term, you will complete a reflection assignment.

Your written reflection will be assessed based on the following rubric. A satisfactory score = 9 out of 12.

	Above Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1
Reflective Thinking	Reflection is detailed and has multiple examples. The reflection explains the student's own learning, as well as implications for future learning.	Reflection has some supporting details and examples. The reflection explains the student is thinking about his/her own learning process.	Reflection has few details or examples. The reflection attempts to demonstrate thinking about personal learning.	Simply a description of results or events. The reflection is unclear about the personal learning.
Identifies and Summarizes	Identifies the progress of their interprofessional collaboration skills and/or what they need to improve. Provides multiple implications for future learning.	Identifies few examples of their interprofessional collaboration skills and/or what they need to improve. Provides some implications for future learning.	Vaguely identifies examples of their interprofessional collaboration and/or what they need to improve. Provides few implications for future learning.	Does not identify and summarize their interprofessional collaboration and/or what they need to improve. Does not include

				implications for future learning.
Making Connections	The reflection articulates multiple connections between this learning experience and content from workshops/events, past learning experiences, life experiences, and/or future goals.	The reflection articulates some connections between this learning experience and content from workshops/events, past learning experiences, life experiences, and/or future goals.	The reflection articulates few connections between this learning experience and content from workshops/events, past learning experiences, and/or future goals.	The reflection does not articulate any connection to other learning experiences.

Faculty Team Facilitator Learner Feedback

You and your team members will receive formative feedback from your team faculty facilitator(s) at the end of each session. Toward the end of the term, you will receive faculty team facilitator feedback on your team contributions and professional development.

Sample end of term feedback from faculty:

- [Team](#)
- [Individual](#)

Interprofessional Collaborative Competencies Attainment Survey

Learners are required to complete the Interprofessional Collaborative Competencies Attainment Survey (ICCAS) toward the end of the course as a self-assessment of their growth in interprofessional collaborative practice. This 21-item online survey take about 10-15 minutes to complete.

Course and Faculty Team Facilitator Evaluations

You will receive instructions for course and faculty team facilitator evaluations toward the end of the term. Your candid responses will help course directors and faculty team facilitators improve the course experience and content.

Grading Policy

The Foundations course will be on a PASS/FAIL grade. Students for all programs will be graded for the Foundations course on a PASS/FAIL basis or as specified in your discipline-specific syllabus.

Students will receive a PASS grade in this course if ALL of the following criteria are satisfied:

- Punctual attendance of all assigned sessions and/or successful remediation as prescribed by the course directors
- Satisfactory completion of all assignments (including mastery of knowledge quiz) by due dates and/or successful remediation as prescribed by the course directors
- Timely completion of all assigned assessments by due dates
- Timely completion of course and facilitator evaluations by due dates
- Consistent adherence to student expectations as elaborated by the course syllabus

Presence of ANY of these elements places the student AT RISK for failing the course:

- Referral from course faculty member due to concerns of professionalism or performance in the course
- Referral from team peer members due to professionalism or performance on the team
- Unexcused absence from assigned session
- Tardy arrival or premature departure from assigned session without advance permission from course director
- Missed assignment due date

Presence of ANY of these elements places the student at GREATEST RISK for failing the course:

- Repeated concerns raised about professionalism or performance
- Repeatedly missed assignment due dates
- Repeatedly late or absent from assigned sessions without advance permission from the course director

Students at risk for failing the course will be required to meet with the course director to:

- Review the risk factors for course failure
- Draft and successfully implement a remediation plan

Grading Rubric: It's about your **TEAM** work!

Grade Elements	Assessment	Pass Grade Threshold
T urnout (Attendance)	Attendance as gathered by individual tRAT submissions	Consistently identified as being on time and/or successful completion of assigned remediation work
E ffort (Modeling team collaboration characteristics)	Feedback provided by faculty team facilitator(s)	Consistently identified as meeting or exceeding expectations
A ssignments	Fall Term 1. Individual One-Minute Papers 2. Individual End of Course Reflection	Satisfactory completion by assignment due dates and/or assigned remediation work

M astery (of Knowledge)	5 i-RATs	Cumulative score of $\geq 70\%$
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Assignments and Due Dates

Unless otherwise indicated by the course directors, assignments will be due by 11:59PM of the due dates.

Fall Term 2024	Due Dates
iRATs	Before each class session
Team Assessment	By the close of each class session
Individual session evaluation	After the close of each class session
Learner Reflections	December 9, 2024

ACADEMIC POLICIES

University of Texas - Course Policies and Disclosures

ACADEMIC INTEGRITY EXPECTATIONS

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>.

CONFIDENTIALITY OF Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#) or help@dellmed.utexas.edu

CONTENT WARNING

Our classroom provides an open space for the critical and orderly exchange of ideas through discussion. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

University Resources for Students

DISABILITY & ACCESS (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to the course directors as early as possible in the term so we can discuss your approved accommodations and needs in this course.

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being

resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

SANGER LEARNING CENTER

All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332)."

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

IMPORTANT SAFETY INFORMATION

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns Advice Line) at <https://bcal.utexas.edu/> or by calling 512-232-5050.

Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

TITLE IX DISCLOSURE

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as [Senate Bill 212](#)) requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the [Title IX Coordinator](#). Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has [developed supportive ways](#) and compiled [campus resources](#) to support all impacted by a Title IX matter.

If you would like to speak with a Case Manager for Support and Resources, who can provide support, resources or academic accommodations, in the Title IX Office, please email supportandresources@austin.utexas.edu. A Case Manager can also provide support, resources and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).