

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

Course Name: SW 385R **Instructor:** Elisa Borah, PhD, MSW
Course Unique ID: 62065 **Office:** Hartland, Suite 335
Semester: Spring 2017 **Phone:** (512) 475-8040
Meeting Time/: Wed. 2:30-5:30pm **Office Hours:** Wed. 5:30-6:30 or by
SSW 2.122 appointment

Instructor's e-mail (preferred): elisa.borah@austin.utexas.edu

I. Course Description: This Foundation course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis in the course is on equipping students with the research knowledge and skills they'll need to engage in the evidence-based practice process at all levels of social work practice. As part of that process, they will learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research.

II. Course Objectives: Upon completion of this course, students will be able to:

1. Formulate answerable evidence-based practice research questions; **(PB22)**
2. Efficiently conduct advanced searches of electronic bibliographic databases and other sources to find evidence bearing on evidence-based practice research questions; **(PB22)**
3. Critically appraise sources of scientific evidence and explain how the criteria for that appraisal will vary depending upon the purpose of the research; **(PB22 & PB41)**
4. Discuss why research evidence needs to be integrated with practice expertise and idiosyncratic client preferences, circumstances and values in the evidence-based practice process; **(PB22)**
5. Design evaluations as part of evidence-based practice; **(PB21 & PB41)**
6. Explain how both qualitative and quantitative research processes apply in evidence-based practice; **(PB22 & PB41)**

7. Define basic qualitative and quantitative research concepts and describe the basic principles of causal inference, and their relationship to the various types of research designs; **(PB22 & PB41)**
8. Describe key concepts in measurement bearing on evidence-based practice, such as sources of measurement error, reliability and validity, and measurement equivalence across cultures. **(PB22 & PB41)**
9. Find measurement instruments applicable to evidence-based practice, sources of evidence bearing on the suitability of those instruments for specific practice scenarios, and critically appraise those sources from the standpoint of measurement principles and cultural sensitivity. **(PB22 & PB41)**
10. Describe the logic of probability sampling procedures, issues in the use of non-probability sampling procedures, how sampling issues bear on conducting evidence-based practice research at mezzo and macro levels of practice, and the implications of sampling for appraising and integrating sources of evidence in guiding practice decisions; **(PB22 & PB41)**
11. Describe how particular values and sensitivity to ethical issues influence the conducting of research; **(PB21, PB22 & PB41)**
12. Give examples of the issues that diversity (e.g., gender, ethnicity, culture, age, sexual orientation, race, class, and physical or mental ability) raises in the conduct of research and in appraising and utilizing research to guide practice decisions; **(PB21, PB22 & PB41)**
13. Critically appraise how social work commitment to equity and social justice influences and differentiates the social work research process. **(PB21)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.6: Engage in research-informed practice and practice-informed research. PB21 Use practice experiences to inform scientific inquiry

Objectives 5, 11, 12, 13

Assignment: Research proposal, data collection exercise

PB22 Use research evidence to inform practice Objectives 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12

Assignment: Research proposal

EP2.1.10d: Evaluation.

PB41 Critically analyze, monitor, and evaluate interventions Objectives 3, 5, 6, 7, 8, 9, 10, 11, 12
Assignment: Research proposal

III. Teaching Methods

The primary means of instruction will be informal lectures, in-class exercises in small groups, and class discussions from the assigned reading. Students will be expected to have done the assigned reading before class and to actively participate in class and collaborate with one another. Learning activities will include readings, writing assignments, group discussions, lectures and student presentations.

IV. Texts and Readings (Students are responsible for the material in the assigned readings whether or not the material is discussed in class.)

Required texts

Thyer, B. (2009). *The Handbook of Social Work Research Methods*. SAGE Publications, Inc.; 2nd edition.

Grinnell, R. (2012). *Program Evaluation for Social Work*. Oxford University Press. 6th Edition. E-book copy (\$57)—<https://www.vitalsource.com/referral?term=9781452278889>

Supplemental Readings:

The Office of Behavioral and Social Sciences Research (OBSSR) e-Source online resource for Behavioral and Social Sciences Research. Access Online at <http://www.esourceresearch.org/tabid/226/Default.aspx>

Supplemental statistics readings: This is not a statistics course and in-depth knowledge of statistics is not required to succeed in this course. However, basic conceptual understanding of statistics is critical to any research endeavor. Therefore, statistical tests and concepts may be included as part of course content. Students may use a statistics textbook to review these topics if they have one available or may refer to resource such as one of the following online, public-domain resources:

- Online Statistics Education: A Multimedia Course of Study (<http://onlinestatbook.com/>). Project Leader: David M. Lane, Rice University. Available: <http://onlinestatbook.com/2/index.html>
- UCLA Statistics Online Computational Resource: <http://wiki.stat.ucla.edu/socr/index.php/EBook> Swinscow (1997).
- StatSoft: <http://www.statsoft.com/Textbook/Elementary-Statistics-Concepts/button/1>

Electronic copies of additional readings may be posted to Canvas during the semester. The professor will notify students when new articles are posted. Access Online at <http://canvas.utexas.edu>

V. Class Policies

1. Students are expected to attend class sessions and participate in an *interactive* framework between students and professor. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions. Failure to regularly attend classes and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students are to notify the professor if they are going to be absent. Students are responsible for any material missed due to absences.
2. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to email all required assignments on the agreed upon due date to the professor. Assignments turned in after the 5:30p.m. deadline will be considered late. If accepted, late assignments will be assessed point penalties each day the assignment is late. If the due date is a problem, the student should see the professor and negotiate another due date WELL in advance. Note that the professor will send a reply email when the paper is received; if you do not get a reply within 24 hours, contact the professor immediately.
3. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.
4. **Computer and Other Electronic Device Use Policy:** Students are expected to use laptops and handheld computers in class for class-related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the classroom.
5. If students are concerned about their class performance, the professor is more than willing to work with students to help them find ways to improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.

Grading of all written assignments will take into account the quality of the writing, as well as the content. **The American Psychological Association (APA) 6th edition format must be used to format citations and references.** Written material should be carefully proof read and errors (punctuation, typographical, spelling) corrected. Good writing requires an iterative process for quality to improve. It is strongly encouraged that you to read your paper several times and, if possible, have someone else proofread it. Graduate writing assistance is available.

GRADING SCALE

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

VI. Course Requirements

Mid-Term Exam (10%): The exam will include objective and short answer questions covering content from the text and class discussions. Exam will include multiple-choice, short answer, true/false and essay questions that cover all materials assigned and/or discussed in class up to the exam date. Make up exams will be given for emergencies only and at the discretion of the instructor.

Preparation for Final Research Proposal (20%): The following exercises are designed to provide students multiple opportunities for feedback during the process of completing the final Research Proposal assignment.

Problem Statement (10%): Submit a 3-5 page summary of a plan for the Research Proposal. Briefly state the purpose of the study and then provide an overview of the target problem/issue related to social work practice. Include some statistics regarding the prevalence of the problem. Give a brief review of relevant literature related to the problem focusing on its origin and effects. State the specific research question(s) that you will be examining. Then, describe the significance of the chosen question(s) to evidence-based social work practice.

Problem Statement Presentation (5%): 10-Minute with 3-5 slides using Powerpoint to present problem statement, literature review (prior research), and expected research design and methods for the study.

Peer Review (5%): Students will form small groups to provide feedback on the Problem Statement presentation of each group member.

Research Proposal (40%): The research proposal (no more than 15 double-spaced pages, excluding title page, references and appendices) and class presentation will comprise this assignment. The proposal will be worth 30% and the presentation will be worth 10%. Further guidelines for this assignment are given below.

Class attendance and participation (10%): Students are expected to attend all classes. Students are permitted one excused absence. A student will also be considered absent if they arrive more than 15 minutes late to class or leaves more than 15 minutes early unless that student provides a reasonable reason for doing so in advance and receives instructor permission. Medical documentation will be required to avoid losing grade points for more than one absence.

Students are expected to do assigned readings before the class meeting for which they are assigned, to compile questions regarding the material.

Data Collection/Evaluation Exercise (10%): Students will participate in a field data collection exercise as part of an ongoing research project that will be reviewed in class.

Final Exam (10%): The final exam will include objective and short answer questions covering content from the text and class discussions. Exam will include multiple-choice, short answer, true/false and essay questions that cover all materials assigned and/or discussed in class up to the exam date.

Due Dates

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|---------------------------------|-------------------|
| Mid-term exam | Feb. 22 |
| Problem Statement presentations | Mar. 22 – 29 |
| Peer Review of presentations | Mar. 29 – April 5 |
| Proposal Presentations | April 12 –26 |
| Data Collection Exercise | April 19 |
| Proposals | May 3 |

VII. Course Schedule

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| Class 1: Accountability and Intro to Social Work Research and quantitative methods | Jan. 18 | Thyer, Chapters 1-2 Grinnell, Chapter 1 |
| Class 2: Program Evaluation & Outcome Evaluation | Jan. 25 | Thyer, Chapters 13 & 15 Grinnell, Chapters 2, 3 & 8 |
| Class 3: Data Sources and Sampling | Feb. 1 | Thyer, Chapters 3-5 Grinnell, Chapters 11, 12 & 13 |
| Class 4: Culturally Competent Research & Needs Assessments | Feb. 8 | Thyer, Chapters 33 & 9 Grinnell, Chapter 5 & 6 Guest Speaker |
| Class 5: Ethical Issues in Social Work Research & International Research | Feb. 15 | Grinnell, Chapter 4 Thyer, Chapters 32 & 34 Mid-term Review |
| Class 6: Midterm Exam | Feb. 22 | Guest Speakers after exam |
| Class 7: Research Designs | Mar. 1 | Thyer, Chapters 11, 12 & 14 Grinnell, Chapter 10 |
| Class 8: Descriptive, Survey and Secondary Data Analysis Studies | Mar. 8 | Thyer, Chapters 7, 8 & 10 Guest Speaker |
| Class 9: No Class SPRING BREAK | Mar. 15 | N/A |
| Class 10: Qualitative Research Problem Statement Presentations (group 1); Problem Statement Due (all) | Mar. 22 | Thyer, Chapters 18-21 |
| Class 11: Ethnographic, Naturalistic, Participant Observation, PAR Peer Reviews Due (group 1); Problem Statement Presentations (group 2) | Mar. 29 | Thyer, Chapters 23, 24, 25 & 28 |
| Class 12: Data Analysis, Information Systems and Statistics Peer Reviews Due (group 2); | Apr. 5 | Thyer, Chapter 6 Grinnell, Chapters 14-15 |

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| Class 13: Proposal Presentations | Apr. 12 | N/A |
| Class 14: Proposal Presentations Data Collection Exercise Due | Apr. 19 | N/A |
| Class 15: Proposal Presentations | Apr. 26 | Guest Speakers |
| Class 16: Class Wrap Up; Proposals Due | May 3 | N/A |

VIII. Description of Assignments:

Guidelines for Research Proposal (12-15 pages, double-spaced; please use APA section headings in your proposal):

The purpose of this research proposal is to provide students with the opportunity to apply their learning in research methods by planning a small-scale evaluation or study of a program/service/intervention for a chosen problem/issue (which they are likely to encounter in their practicum settings). Students will apply the following research process in the proposal writing:

- (1) formulation of answerable research questions that will contribute to promoting evidence-based social work practice;
- (2) literature review of the chosen problem and critical appraisal of the efficacy and effectiveness of the evidence-based program/service/intervention; hypotheses generation;
- (3) description of the research design, including sample description, inclusion/exclusion criteria, planned methods of subject identification, screening, recruitment, and retention; method for delivery of program or intervention, and fidelity monitoring methods;
- (4) selection of measures of outcomes and other variables; describe all data collection methods, plan for data analysis;
- (5) anticipated findings and their implications for social work practice, programs, and/or policies; and
- (6) anticipated limitations of the study with respect to its sample, research design and data collection methods.

Some examples of problems/issues that students in previous years focused are: veterans with PTSD; youth gangs and education; depression in older adults; food insecurity in low-income neighborhoods; supportive services for emancipated youth (from foster care); substance abuse treatment for expectant mothers; post-adoption adjustment in parents and adoptees.

The proposal will be worth 50 points as shown for each required section:

Title Page: Descriptive title, student name, date, and a brief (one paragraph) synopsis. **1 point**

Introduction (1 page; 3 points): Describe the purpose of the study and the specific research question(s) that you will be examining. Then, describe the significance of the chosen questions to evidence-based social work practice with reference to one or a few of the following criteria: (a) Adding to the knowledge base for evidence-based practice by testing the efficacy or effectiveness of promising interventions; (b) Testing efficacy or effectiveness of existing interventions for a critical or underserved population (e.g. rural older adults, racial/ethnic minority groups, GLBT groups); and (c) has implications for the practical and effective solution of a specific problem(s) that is prevalent.

Literature Review, Theoretical Framework, and Hypotheses for Study or Evaluation (3 pages; 10 points): For literature review, what is the essence of the previously published works relevant to your study or evaluation? What is the current state of our knowledge about the efficacy and effectiveness of the intervention on the outcome(s) that you plan to focus on? What are major methodological strengths and deficits of the previous studies? In which areas is essential knowledge lacking for the evidence-base of the intervention? You are not expected to make an exhaustive review of the literature – 10-12 articles should be adequate.

Following the critical appraisal of current status of knowledge, provide a conceptual/theoretical framework guiding your evaluation. Examples may include learning theory, systems theory, role theory, life course perspective, and so on. Theories are essential to provide the foundation for your assumption (study hypotheses) about why the program/service/intervention is likely to help your clients achieve an outcome or outcomes that they set out to achieve.

State your evaluation hypotheses, e.g.:

1. A 12-week cognitive behavioral therapy will be more efficacious than usual care [case management as usual] in reducing depressive symptoms by 50% among disabled older adults at 3-month and 6-month posttests;
2. Emancipated foster youths who receive housing subsidy for the first year will be more likely to continue their education and/or maintain stable employment than their peers who do not receive housing subsidy.)

Provide a rationale (using your theoretical framework) for believing that your independent variable(s) (e.g., CBT vs. CM as usual care) will be related to your dependent variable(s)—outcomes (e.g., level of depressive symptoms). If appropriate, identify moderating and/or mediating variables relevant to your hypotheses. Also cite other variables (e.g., age, income) that you plan to control for and explain why.

Research Design and Methods (6 pages; 20 points):

Design:

- (a) Describe the best research design that can be used (e.g., quasi- or true- experimental; mixed-method design; longitudinal survey/interview design);
- (b) Explain why the chosen design is the most appropriate for the evaluation (may need to discuss the weaknesses of alternative designs), and
- (c) Specify strengths and limitations of the chosen design.

Program/service/intervention:

- (a) Describe the intervention (e.g., 12-week manualized CBT focusing on cognitive reframing and behavioral activation and homework assignments);
- (b) Describe who is providing the intervention and where;
- (c) Describe how are you going to select and train the therapists?;
- (d) Describe how intervention fidelity be adhered to and monitored?

Study site(s) and sample inclusion/exclusion criteria, subject recruitment, enrollment, and retention in the study:

- (a) What are the steps/strategies that you will use to identify, screen, and recruit subjects for the study?
- (b) How will you assign the subjects into the experimental vs. control groups?
- (c) What will you do to minimize dropout among subjects?

Measures and data collection:

- (a) Describe measures (e.g., Beck Depression Inventory; months of continuous employment, number of courses taken at post-secondary educational institutions) for your variables. Discuss their reliability and validity from previous validation studies;
- (b) Describe data collection techniques to be used: self-report at the time of interviews; mailed questionnaires; participant observation coding of agency records; etc.
- (c) Who will collect data and how often? Provide a brief rationale for your choice of data collection method as compared to alternative choices and reliability and validity considerations.
- (d) Describe pretesting (or pilot testing) procedure for your data collection instruments, if necessary. Also discuss how you will adhere to ethical guidelines when collecting data.

Data Analysis; Expected Findings, and Implications (2-3 pages; 10 point):

Data analysis: (a) Discuss applicable coding of data, including qualitative coding.

- (b) How will you analyze your data and test your hypotheses? If applicable, which statistical tests will you perform? (For this section, please refer to the analysis methods sections of the research articles—especially those that used experimental designs, that we reviewed in class.)

Expected findings: What do you believe you will find and why?

Implications of the study:

- (a) Assuming your hypotheses are supported or refuted, what are the implications of such findings for 1) theory, 2) practice, 3) policy, and 4) future research? These same points also apply for qualitative research.
- (b) Briefly summarize (and discuss) the strengths and limitations of your study that you have already identified in the previous sections.
- (c) How will you disseminate your study findings?

Project Time Line and Budget (1-2 pages; 3 points):

- (a) Provide a timeline (with monthly or quarterly tasks) for the project.
- (b) Provide a rough estimate of expenses for personnel, intervention, subject incentives, data collection and analysis, and other resources needed to conduct the study.

References (1 point): Please follow the APA format of in-text citing and referencing the articles, books, and documents that are cited in the body of the proposal.

Appendices (2 points): Include any document you consider important, such as copies of survey questionnaire, interview guide, and/or measurement instruments. Label each of them as a separate appendix. If you cannot find a hard copy of any instrument (as some authors require payment for the copies), please attach a copy of any online description of the instrument that you can find or an article that described the instrument.

IX. University and School Notices and Policies

SPRING 2017 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.

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. More information may be found at <http://diversity.utexas.edu/disability/>.

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 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/conduct/>).

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.

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.

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.

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.

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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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>.

SAFETY

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or

community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://operations.utexas.edu/units/csas/bcal.php>.

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.