University of Texas at Arlington
School of Social Work
SOCW 3302 (Section 006)
Human Behavior and the Social Environment II
Fall 2014

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              *Please list SOCW3302 in the subject heading for all emails

Accessing the Course
You will need a computer with a reliable Internet connection to access the course website. Go to http://elearn.uta.edu/ and login using your UTA NETID.

Online 24/7 BlackBoard Technical Support Contact Information
Contact UTA BlackBoard Support if you have problems by calling 855-308-5542 or visiting http://bbsupport.uta.edu/ics/support/splash.asp to chat live with a technician
Read the FAQ:
http://bbsupport.uta.edu/link/portal/8272/8568/ArticleFolder/507/Students

I.   CSWE, EPAS Content Policy: Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. EPAS core competencies and practice behaviors addressed in this course are:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

• advocate for client access to the services of social work;

• practice personal reflection and self-correction to assure continual professional development;

• attend to professional roles and boundaries;

• demonstrate professional demeanor in behavior, appearance, and communication;

• engage in career-long learning; and

• use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

• recognize and manage personal values in a way that allows professional values to guide practice;

• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3

• tolerate ambiguity in resolving ethical conflicts; and

• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a

consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

• recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

• recognize and communicate their understanding of the importance of difference in shaping life experiences; and

• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and

• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

II.   **Description of Course Content: Undergraduate Catalog:** One of three required human behavior courses that explores, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons and families from birth through death.

Expanded:

The Council on Social Work Education (CSWE) requires that social work students attain knowledge in the Human Behavior and the Social Environment (HBSE) foundation courses on the biopsychosocial development of individuals and the range of social systems in which individuals live. It is the intent of this course to provide some of this knowledge.

This course, Human Behavior and the Social Environment II (HBSE SOCW 3302) is one of three required human behavior (HBSE) courses in the BSW Program. The other courses are Human Behavior and the Social Environment I (HBSE SOCW 3301) and Human Behavior and Diverse Populations (SOCW 3317).

This course explores the behavioral and social science knowledge related to the development of individuals and families through the life course (e.g., biological and social research evidence and the theories of Freud, Erikson, Piaget, and others). In addition, theoretical perspectives that facilitate understanding of human behavior (e.g., Cognitive Theory, Feminist Theory, Social Learning Theory, Dynamic Systems Theory, the Ecosystems Perspective, and others) will be explored. Students will explore (a) the role that culture and cultural identity play in human development and norms of behavior; (b) relevant concepts of genetics and neurobiology to facilitate understanding of human functioning at the biological level; and (c) the diversity of views which facilitate the professional social worker's understanding of class, culture, diversity, ethnic identification, oppression, populations-at-risk, race, sexual orientation, social and economic justice.

Liberal Arts Perspective. This perspective is demonstrated in the concentrated focus on the person-environment context and diverse groups of persons, the requirement of understanding one's cultural heritage and that of persons from other cultures, and the advancement in one's methods of thinking about and critiquing systems of inquiry about human behavior.

Vertical and horizontal links to curriculum. Vertically, this course lays a key piece of the foundation for advanced courses in the curriculum. We will look at the interaction of

persons, social policies, community development, research, and practice. Horizontally, the course intersects with every course taught at UTA. There is no subject that does not address individuals and the systems in which they operate.

III.   Student Learning Outcomes

UTA-School of Social Work: Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149) …..the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al. (2005).

The UTA SSW vision statement states that the "School's vision is to promote social and economic justice in a diverse environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply "symptoms". This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

UTA-School of Social Work: Accepts the **Definition of Empowerment** as defined by Barker (2003:142) as follows:

In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Competency-based Performance Outcomes:

By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values, and skills

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
6. Graduates will engage in life-long learning and activities to update and improve professional knowledge and skills.

This course relates to and advances the program objectives by providing HBSE course content in the knowledge base and theories on human development of persons and families across the life span and across diverse environmental contexts.

A. Apply biopsychosocial development of individuals across the life course and as they live in families, groups, organizations, social institutions, and communities.
B. Apply evidence and theoretical frameworks for understanding human development and the interactions among various systems and between individuals and social systems.
C. Analyze the effect of social systems on human behavior as well as the impact of human behavior on various social systems.
D. Recognize ways social systems promote or block the achievement and maintenance of optimal health and well-being. Strength's based and empowerment-based approaches will be emphasized for the promotion of these goals.
E. Synthesize ways of evaluating theories, and their application to client situations. This will include identification of traditional and alternative assessment approaches and application of course content to practice, including clinical, community, and social welfare policy and services.
F. Recognize content on the promotion of social and economic justice (understanding the dynamics and consequences of human oppression and discrimination across the life span).
G. Recognize populations-at-risk (patterns and dynamics of discrimination, economic deprivation, and oppression on groups distinguished by age, ethnicity, class, sexual orientation, religion, and physical or mental ability and the impact of discrimination, economic deprivation, and oppression upon biopsychosocial development in members of these groups).
H. Apply content on diversity, including the differences and similarities in experiences, needs, and beliefs in groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

I. Apply values and ethics regarding biopsychosocial theories and developmental evidence. Students are to develop awareness of their personal values and clarify conflicting values and ethical dilemmas about course content.

IV: Performance Measures

By the end of the semester, the student will have achieved the following:

A. Articulate in writing assignments, class discussions, and examination experiences knowledge of selected theories of the biopsychosocial development of individuals
B. Articulate in writing assignments, class discussions, and examination experiences knowledge and understanding of the range of social systems, interactions among them, and interactions among individuals and social systems. Demonstrate the capacity to apply social systems and ecological theoretical approaches to case situations.
C. Articulate in class discussion, writing assignments, and examination experiences knowledge of strengths based and empowerment based approaches and their implications for achievement and maintenance of optimal health and well-being.
D. Articulate in class discussions and written assignments the capacity to assess practice situations from the perspective of diversity, and the similarities and differences in experiences, needs, and beliefs among diverse groups.
E. Demonstrate, through written work, the capacity to assess practice situations in terms of social and economic oppression, and discrimination in populations-at-risk.
F. Articulate in class discussions, and in written work, potential sources of conflict in values and ethics regarding the course content. Demonstrate self-awareness in identifying personal conflicts regarding persons from diverse populations and willingness to rethink biased or otherwise negative views in respect to professional contacts and experiences, and rethink discriminatory behaviors. Commit to appreciation of human diversity.

V. Required Textbooks and Other Course Materials:

A. **Required.** Hutchison, E.D. (2011). *Dimensions of human behavior: The changing life course* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

B. **Recommended.** Robbins, .P., Chatterjee, P., & Canda, E.R. (2012). *Contemporary human behavior theory: A critical perspective for social work* (3rd ed.). Boston: Allyn and Bacon.

C. **Recommended.** Ginsberg, L., Nackerud, L., & Larrison, C.R. (2004). *Human biology for social workers.* Boston: Pearson Education, Inc.

VI: Course Requirements and Grading.

Students will be evaluated throughout the semester on experiential and written assignments, examinations, class participation and attendance. An overall grade will be based on a students' performance in the following areas:

<u>Class participation.</u>
Participation is considered a crucial aspect of learning course material. Participation in class should reflect an understanding of, or questions about, assigned reading, the integration of such with personal and professional experiences, and the desire to broaden one's professional knowledge base. Please become familiar with the NASW Code of Ethics. It establishes the foundation for respect of each other and the evolving perspectives we might share throughout the semester.

The impact on your grade in this area will be a response to respecting and encouraging the opinions of peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; and being prepared to work with colleagues.

Each week runs from 6 am Mondays to 11:30 pm Sundays. Discussion boards will only be open during this time each week. Once the due date has past, you will not be able to post or respond to any discussion board.

Descriptions of major assignments and examinations:

<u>Major Writing Assignments (Competency based outcomes 1-8).</u>
Two major writing assignments will be given during the semester.

Paper I

The first will be an opportunity to apply up-to-date knowledge of biological human development and its interaction with environmental influences on human development to a specific life stage or trajectory of your choice. The paper should be 5-7 pages (APA style), not counting cover page and references. Must be a minimum 5 pages long to be considered for full credit.

Examples of topics include: 1) Biological underpinnings for addressing child maltreatment of children in a specific life stage (e.g., infancy, school-age, adolescence) 2) Biological underpinning for juvenile justice program models (e.g., latency age, adolescence). 3) Implications of the nature of early development of the central nervous system for child-rearing practices (e.g., neonatal, infancy, toddlerhood). 4) Implications of changes with aging in the central nervous system for social support systems for the elderly. 5) Biological underpinnings for recovery models in substance abuse, as applied to a specific life stage according to Erikson's or Vaillant's theoretical stages.

Paper II

The second will be an opportunity to apply concepts related to developmental tasks expected in the early life, middle age, and elderly life stages to the life experiences of an individual you have interviewed who is in the midst of life's later stages. The analysis is to be informed by a discussion and critical analysis (following the model provided in on blackboard session 14) of <u>multiple</u> relevant theories of human behavior and development in the social environment. Minimum 10 pages but no more than 15 (10-15 pages; APA style) with references. **You must use at least 3 theories.**

<u>Examinations</u>
Two Examinations will be given during the semester. They will be made up of a variety of short answer and essay questions from reading assignments and BlackBoard content. **Exams are not timed and you will have access to course material. Exams must be completed by the due date.**

Attendance:
Regular access to the course in Blackboard is expected. In borderline grade situations, Blackboard access will count at the professor's discretion. Actions that undermine your class participation and compromise the sense of intellectual and practice community in the online classroom negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, not logging in at least twice weekly to the course website, and disrespectful communication either in person or via electronic means.

Grading: The following list of course requirements and percentages will be utilized in determining final course grades:

Assignment	Percentage	Points
Examination I	20% of grade	20
Paper I	15% of grade	15
Examination II	25% of grade	25
Paper II	30% of grade	30
Discussions	10% of grade	10
Total	100%	100 Points

<u>Course Grading Scale</u>.
The following scale will be used for calculating an overall course grade:

Grade	Percentage	Points
A	100% - 90%	100 – 90
B	89% -80%	89 – 80
C	79% -70%	79 – 70
D	69% - 60%	69 – 60
F	59% and below	59 – 0

<u>Late Assignments/Papers</u>.
All assignments must be turned in on the scheduled due date, at the beginning of class. Late assignments will be assigned a five (5) point penalty for each day late. Late assignments will be accepted *up to* five (5) days after the scheduled due date.

Expectations for Out-of-Class Study:
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional <u>9</u> hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Make-up Exams: Permission to make-up assignments will be granted on a case by case basis.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. For undergraduate courses, see
http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19;

VII: Other Information and University Policies
Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus.* During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [Our Class is online; however, if you are on campus be aware of your nearest exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Bomb threats: If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

VIII: Course Schedule.

Each session runs from 6am on Monday through 11:30pm on the following Sunday.

Session	Start Dates	Topic	Textbook Readings	Assignments and Tests
1	**08/22/2014-08/31/2014**	Course Overview	Syllabus review	Post bio to Autobiography under Discussions. Due by **08/31/2014@ 11:30 p.m**.
2	**09/01/2014-09/07/2014**	Life Course Perspective	Ch. 1	No written assignments due this session.
3	**09/08/2014-09/14/2014**	Conception, Pregnancy, Childbirth Erikson's Theory	Ch. 2 and Handout	Infant Games Discussion Due by **09/14/2014 @ 11:30 p.m.**
4	**09/15/2014-**	Infancy and	Ch. 3 and	No written assignments

	09/21/2014	Toddlerhood Attachment Theory	Handout	due this session.
5	**09/22/2014-09/28/2014**	Early Childhood Piaget's Cognitive Development	Ch. 4 and Handout	Test 1 due by **11:30 p.m., 09/28/2014**
6	**09/29/2014-10/05/2014**	Middle Childhood Video: Middle Childhood	Ch. 5	Parenting Discussion Due by **11:30 p.m., 10/05/2014**
7	**10/06/2014-10/12/2014**	Middle Childhood, continued Adolescence	Ch. 6	No written assignments due this session.
8	**10/13/2014-10/19/2014**	Adolescence, continued Video: Inside Teenage Brains	Ch. 6	Bio Underpinnings Paper Due by **11:30 p.m., 10/19/2014**
9	**10/20/2014-10/26/2014**	Adolescence, cont. Young Adult	Ch. 7	Resource list for abuse & violence Due by **10/26/2014@ 11:30 p.m.**
10	10/27/2014-11/02/2014	Young Adult, continued	Ch. 7	Young Adult Rules Discussion Due By **11/02/2014 @ 11:30 p.m.**
11	**11/03/2014-11/09/2014**	Middle Adulthood	Ch. 8	Adult Roles Discussion Due By **11/09/2014@ 11:30 p.m.**
12	11/10/2014-11/16/2014	Middle Adulthood, continued	Ch. 9	No written assignments due this session.
13	**11/17/2014-11/23/2014**	Late Adulthood,	Ch. 9	Life Course Paper (interview with an elder) Due by **11:30 p.m., 11/23/2014**

14	**11/24/2014-11/30/2014**	Very Late Adulthood Test 2 Review	Ch. 10 All chapters for review	Obituary Forum Discussion (optional) Due By **11/30/2014@ 11:30 p.m.**
15	**12/01/2014-12/07/2014**	Test 2 – Final		Test 2: **Due by 11:30 p.m., 12/07/2014**

XX. Library Information:

Library Home Page .... http://www.uta.edu/library
Subject Guides .... http://libguides.uta.edu
Subject Librarians .... http://www.uta.edu/library/help/subject-librarians.php
Database List.................................... http://www.uta.edu/library/databases/index.php
Course Reserves............................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog .... http://discover.uta.edu/
E-Journals .... http://liblink.uta.edu/UTAlink/az
Library Tutorials .... http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus .... http://libguides.uta.edu/offcampus
Ask A Librarian .... http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses:

http://www.uta.edu/library/services/distance.php

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/pols2311fm . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.