Instructor : Marta A. Mercado-Sierra
Office Number : SWCA- 201F
SSW Tel. Number : 817.272.0789 (please leave a message)
Email Address : martam@uta.edu (preferred method of communication)
Faculty Profile : https://mentis.uta.edu/public/#profile/profile/edit/id/11202/category/1
Office Hours : Tuesdays, 2:30-4:00pm and by appointment (face-to-face or Blackboard IM)
Section Information: SOCW 3306-002
Time and Place of Class Meetings: Tuesdays and Thursdays, 11:00am - 12:20pm / SWCA 316

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)
Educational Policy and Accreditation Standards (EPAS), as applied to SOCW 3306

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:]

(a) Advocate for client access to the services of social work.
(b) 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:]

(a) 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.
(b) Tolerate ambiguity in resolving ethical conflicts; and
(c) 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:]

(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
(b) Analyze models of assessment, prevention, intervention, and evaluation; and
(c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
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:]

(a) Use practice experience to inform scientific inquiry and
(b) 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:]

(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. [Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:]

(a) Analyze, formulate, and advocate for policies that advance social well-being.
(b) Collaborate with colleagues and clients for effective policy action.

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:]

(a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
(b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a), (b), (c), and (d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. [Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice]

Educational Policy 2.1.10(a)—Engagement: Social workers

(i) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
(ii) Use empathy and other interpersonal skills; and
(iii) Develop a mutually agreed-on focus of work and desired outcomes.
Educational Policy 2.1.10(b)—Assessment: Social workers
(i) Collect, organize, and interpret client data.
(ii) Assess client strengths and limitations.
(iii) Develop mutually agreed-on intervention goals and objectives; and
(iv) Select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention: Social workers
(i) Initiate actions to achieve organizational goals.
(ii) Implement prevention interventions that enhance client capacities.
(iii) Help clients resolve problems.
(iv) Negotiate, mediate, and advocate for clients; and
(v) Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation: Social workers critically analyze, monitor, and evaluate interventions.

CATALOGUE COURSE DESCRIPTION
This course examines generalist community and administrative practice (CAP) roles, the perspectives of strengths, empowerment, and evidence-based practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

EXPANDED COURSE CONTENT
Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work. This course builds on a liberal arts base, including skill in written communication and knowledge of human psychology, sociology, and political science. It builds on the historical, contextual, value, and ethical base developed in the Profession of Social Work/Introduction to Social Work courses. It expands the “person in environment” perspective by considering the environment as a focus for practice. It applies ecological systems theory and generic social work process to communities and organizations. It also examines generalist community and administrative practice roles, and the perspectives of strengths, empowerment, and evidence-based practice, along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

STUDENT LEARNING OUTCOMES
Upon completion of this course, students will be able to:
1. Apply ecological systems theory to communities and organizations.
2. Relate the development of macro practice to the general history of social work.
3. Describe typical roles a macro generalist social worker assumes, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager.
4. Demonstrate generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities.
5. Demonstrate the importance of using the strengths/capacities, empowerment, and evidence based practice principles to guide practice.
6. Assess macro practice interventions and their relationship to the values of social and economic justice, stakeholder participation, empowerment, and diversity.

REQUIREMENTS
Social Work Practice III is required of all BSW students. BSW majors only.
Prerequisite: SOCW 2311 & 2313
REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS

DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS WITH DUE DATES

<table>
<thead>
<tr>
<th>Assignments &amp; Examinations</th>
<th>General Description</th>
<th>Value (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism Tutorial &amp; Quiz</td>
<td>Complete the UTA Plagiarism tutorial and take the online quiz.</td>
<td>10</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>Write and submit a reflection paper on a vulnerable and underserved population of your interest. The guide to develop the reflection and rubric will be discussed in class and will be available on Blackboard. Responds to course learning outcome: 6</td>
<td>25</td>
</tr>
<tr>
<td>Individual Quizzes (10)</td>
<td>Take 10 online quizzes during the semester (before first day of the Unit to be discussed). Each quiz will have 10 items and a value of 20 points. Note: Responds to all course objectives.</td>
<td>200</td>
</tr>
<tr>
<td>Subgroup Quizzes (10)</td>
<td>Take 10 in-class group quizzes during the semester. Each quiz will have the same 10 items of the individual quiz and also a value of 20 points. Note: If you are absent you will not be able to make-up these activities. Responds to all course objectives.</td>
<td>200</td>
</tr>
<tr>
<td>In Class Subgroup Activities</td>
<td>Complete 10 in-class activities with your subgroup. Each activity will have a value of 20 points. Note: If you are absent you will not be able to make-up these activities. Responds to all course objectives.</td>
<td>200</td>
</tr>
<tr>
<td>Individual or Group Course Project</td>
<td>Write a Social Problem and Population Analysis Paper. The guide to develop the community assessment paper and rubric will be discussed in class and will be available on Blackboard. Responds to course learning outcome: 1, 4, 5, 6</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Complete and present a Community Assessment. The guide to develop the community assessment paper and rubric will be discussed in class and will be available on Blackboard. Responds to course learning outcome: 1, 3, 4, 5, 6</td>
<td>50</td>
</tr>
<tr>
<td>Peer Assessment</td>
<td>You can receive up to 15 points based on the evaluation of your peers in your subgroup. The assessment form will be discussed in class and will be available on Blackboard for reference.</td>
<td>15</td>
</tr>
</tbody>
</table>

GRADING
General grading criteria for written work include: logical development of concepts, thoroughness, and clarity of written expression, application of content from the course and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives.

The course project must be submitted using the APA (American Psychological Association) guidelines. It is recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA’s English Writing Center.

The assignments, projects, quizzes and peer assessment add 750 points.
Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below. Quizzes, assignments and projects are not accepted past due dates.

An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
- Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) http://www.indiana.edu/~wts/pamphlets.shtml

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 catalog. For undergraduate courses, see http://catalog.uta.edu/academicregulations/grades/#undergraduatetext; for graduate courses, see http://catalog.uta.edu/academicregulations/grades/#graduatetext.

ATTENDANCE POLICY
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, students are expected to regularly attend class, be on time and stay until the completion of each session. Attendance is taken via an attendance sheet at the beginning of each session. For institutional authorized absences please refer to the latest academic regulation: http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#9
EXPECTATIONS FOR OUT-OF-CLASS STUDY
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend nine hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for quizzes or exams, group meetings, etc.

ADDITIONAL REQUIREMENTS
✓ A respectful and inclusive environment is expected. Any disruption of the course learning environment (in or out of the class) will result in the identified student(s) being required to leave the class, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.
✓ Students are to complete all reading assignments and participate actively in class.
✓ All students are required to have an appropriate laptop/ netbook/ tablet for classroom use when required.
✓ The use of electronic devices (cell phones, net books, laptops, etc.) is prohibited while in class. The use of laptops in class for taking notes or other educational approach needs to be approved by the instructor.
✓ Students are required to access their Blackboard accounts regularly to read announcements, take quizzes, submit assignments and download course materials posted by the instructor.
✓ Meaningful class participation is one of the requirements of university education. Participation includes: attendance, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.

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.

TITLE IX
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.
ACADEMIC INTEGRITY
Students enrolled all UT Arlington courses 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.

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, which is located on your right when exiting the classroom (SWCA 316); then take the west exit of the building. The emergency exit will be discussed the first day of class. 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.
### 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.

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics, Readings, &amp; Class Activities</th>
<th>Assignments and Examinations</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/21, 26</td>
<td>Course overview: discussion of syllabus; review of major assignments and grading policy; review structure and dynamic of the course &amp; Introduction to course content</td>
<td>Tutorial, Quiz, and Certification on Plagiarism</td>
<td>8/26</td>
</tr>
</tbody>
</table>
| 2 8/28 9/2    | Topics: Definition, Scope and Foundations of SW Macro Practice  
   Required reading: Netting et al.: Chapter 1  
   Activities:  
   - SSW, Writing Coordinator, Dr. Chris Kilgore Presentation (8/28)  
   - Subgroup application activity  
   - Subgroup Quiz 1  
   - Reflection Paper Guideline review | Individual Quiz 1 | 8/27 |
| 3 9/4, 9      | Cont. Definition, Scope and Foundations of SW Macro Practice | Individual Quiz 2 | 9/10 |
| 4 9/11, 16    | Topic: Historical Development of Macro Practice  
   Required reading: Netting et al.: Chapter 2  
   Recommended reading:  
   Activities:  
   - Video: The Heart of Bassett Place (CWC) (1/28)  
   - Subgroup application activity  
   - Subgroup Quiz 2  
   - Social Problem and Population Analysis Paper Guideline review | | | |
<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics, Readings, &amp; Class Activities</th>
<th>Assignments and Examinations</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 5 9/18, 23    | **Topics:** Studying and Understanding Populations  
**Required reading:** Netting et al.: Chapter 4  
**Activities:**  
- Subgroup application activity  
- Subgroup Quiz 3 | Individual Quiz 3  
Reflection Paper | 9/17  
9/23 |
| 6 9/25, 30    | **Topic:** Understanding Community and Organizational Problems  
**Required reading:** Netting et al.: Chapter 3  
**Activities:**  
- Subgroup application activity  
- Subgroup Quiz 4  
- Community Assessment Guideline review | Individual Quiz 4 | 9/24 |
| 7 10/2, 7     | **Topic:** Understanding Communities  
**Required reading:** Netting et al.: Chapter 5  
**Activities:**  
- Subgroup application activity  
- Subgroup Quiz 5 | Individual Quiz 5 | 10/1 |
| 8 10/9, 14    | **Topic:** Community Assessment  
**Required reading:** Netting et al.: Chapters 6  
**Recommended readings:** Hardcastle, D.A., Powers, P.R. & Wenocur, S. (2011). Assessment: Discovering and documenting the life of a community. *In Community practice: Theories and skills for social workers* (Chap. 5) (3rd ed.). *New York: Oxford University Press*  
**Activities:**  
- Video: Building communities from the inside out: A path toward finding and mobilizing community assets. With McKnight and Kretzman. (CWS V1086)  
- Video: Community Assessment Windshield Survey (9 min.) Retrieved from http://www.youtube.com/watch?v=TXMoQjXbUk | Individual Quiz 6  
Social Problem and Population Analysis Paper | 10/8  
10/14 |
<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics, Readings, &amp; Class Activities</th>
<th>Assignments and Examinations</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10/16, 21</td>
<td>• Subgroup application activity</td>
<td>Individual Quiz 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Subgroup Quiz 6</td>
<td>Community Assessment Proposal Form</td>
<td>10/22</td>
</tr>
</tbody>
</table>
| 10 10/23, 28  | **Topic:** Understanding Human Service Organizations  
**Required reading:** Netting et al.: Chapter 7  
**Activities:**  
• Subgroup application activity  
• Subgroup Quiz 7  
• Evaluation of course development | Individual Quiz 7             | 10/22     |
|               | **Community Assessment Proposal Form** |                               | 10/23     |
| 11 10/30 11/4 | **Topic:** Human Service Organization Assessment  
**Required reading:** Netting et al.: Chapters 8  
**Recommended readings:**  
**Activities:**  
• Subgroup application activity  
• Subgroup Quiz 8 | Individual Quiz 8             | 10/29     |
| 12 11/6, 11   | **Topic:** Building Support for the Proposed Change  
**Required reading:** Netting et al.: Chapter 9  
**Activities:**  
• *The Democratic Promise: Saul Alinsky and his Legacy* (50 min.). (CWC V1157)  
• Subgroup application activity (on Blackboard)(11/11)  
**Note: No class meeting on November 11th** | Individual Quiz 9             | 11/12     |
| 13 11/13, 18  | **Topic:** Assessing the Political and Economic Context  
**Required reading:** Netting et al.: Chapter 10  
**Recommended readings:**  
**Activities:**  
• Video: *Policy affects practice: Students/practitioners affect policy by Influencing State Policy* (20 min.)  
• Subgroup application activity  
• Subgroup Quiz 9 | Individual Quiz 9             | 11/12     |
| 14 11/20, 25  | **Topic:** Planning, Implementing, Monitoring, and Evaluating the Intervention  
**Required reading:** Netting et al.: Chapter 11  
**Activities:**  
• Subgroup application activity  
• Subgroup Quiz 10 | Individual Quiz 10             | 11/19     |
Note: No class meeting on November 25th; work on Community Assessment. November 27-28 Thanksgiving Holiday

**15**
12/2
12/4

**Topic: Community Assessment**
- Presentations (12/2 & 12/4)
- Course wrap-up and assessment (12/4)

**Assignments and Examinations**
- Submit Community Assessment Presentation on Blackboard
- Complete Peer Assessments (on Blackboard)

Due Dates
- 12/1
- 12/4

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.” – (Marta A. Mercado-Sierra)

**WRITING RESOURCES**
Writing Resource Coordinator: Dr. Chris Kilgore
School of Social Work
Building A, Room 319C
Email: ChrisKilgore@uta.edu

English Writing Center
Central Library Room 411
Tel. 817-272-2601

Perdue Online Writing Lab
https://owl.english.purdue.edu/owl/

APA Style
http://www.apastyle.org/

**LIBRARY SUPPORT**
The Social Service Librarian: John Dillard
Email: dillard@library.uta.edu
Homepage: http://libguides.uta.edu/profile.php?uid=1455

UTA Library’s home page: http://library.uta.edu
Database List: http://www.uta.edu/library/databases/index.php
Library Catalog: http://discover.uta.edu/
E-Journals: http://liblink.uta.edu/UTAlink/az
Connecting from Off-Campus: http://libguides.uta.edu/offcampus
Ask a Librarian: http://ask.uta.edu
SELECTED REFERENCES


Brown, Michael J. (2006) *Building powerful community organizations: A personal guide to creating groups that can solve problems and change the world*. Boston: Long Haul Press


**Additional community assessment references:**


http://www.dhss.mo.gov/InterventionMICA/AssessmentPrioritization_3.html


http://www.extension.iastate.edu/Publications/CRD334.pdf

http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf

http://ctb.ku.edu/en/dothework/tools_tk_2.aspx