COUNCIL ON SOCIAL WORK EDUCATION (CSWE)
Educational Policy and Accreditation Standards (EPAS), as applied to SOCW 5317

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) Recognize and manage personal values in a way that allows professional values to guide practice.
(b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as
applicable, of the International Federation of Social Workers/International Association of Social Workers
(c) Tolerate ambiguity in resolving ethical conflicts; and
(d) 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.

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:]
(a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or
enhance privilege and power.
(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse
groups.
(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
(d) View themselves as learners and engage those with whom they work as informants.
Educational Policy 2.1.5—Advance human rights and social and economic justice. [Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers]
(a) Understand the forms and mechanisms of oppression and discrimination.
(b) Advocate for human rights and social and economic justice; and
(c) Engage in practices that advance social and economic justice.

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 research evidence to inform practice.

4.3 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.

COURSE CATALOG DESCRIPTION
Introduction to theoretical, practice, and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior.

EXPANDED DESCRIPTION OF COURSE CONTENT
This course is part of the Human Behavior and the Social Environment curriculum sequence in the School of Social Work at the University of Texas at Arlington. Students are introduced to the theoretical issues related to race, ethnicity, gender, sexual orientation, and disability status. Course includes a study of historical, political, and socioeconomic forces that maintain racist, sexist, heterosexist, and ablist values, attitudes and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self-concept/esteem, authenticity, mental health, and basic behaviors), and sociocultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice are examined in terms of social work values, knowledge and skills at the micro, mezzo, and macro levels of organizational behavior.

The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender, sexual orientation, or disability status. Please note, this is not a practice course. While practice interventions will be discussed at times, the focus of the course remains on developing a theoretical understanding of human behavior in relationship to race, ethnicity, gender, sexual orientation, and disability status.
EDUCATIONAL OBJECTIVES ADDRESSED
SOCW 5317 addresses the following MSSW foundation educational objectives:

Objective 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 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.

Objective 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Objective 7. 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.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

STUDENT LEARNING OUTCOMES
By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status.

2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc.

3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well-being for persons of oppressed groups.

4. Examine self-identity and values as regards to social work values, ethics, and professional practice.

5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions.

6. Develop specific strategies that promote economic and social justice for populations at risk.

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS

Note: Additional required and recommended materials for this course will be available on Blackboard.
DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS

Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others’ ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind. Please refer to our Blackboard course for session readings, course material, discussion topics, and quiz and assignment. All assignments and assessments are submitted online through Blackboard except the weekly reflections.

<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>Out of Comfort Zone Paper</td>
<td>One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write a short paper (4-6 pages) based on their visit to a place that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); white, black, or an Hispanic meeting; a gay, lesbian, bisexual, and transgendered (LGBT) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others.</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Reflections</td>
<td>Write 10 short reflection(s) on ten content units. The Weekly Reflection (1 full double spaced page, 1” margin on 4 sides, Times New Roman 12). Insert a header with your name. Specific questions for each weekly reflection will be posted on Blackboard. Your Weekly Reflection will provide the basis for our in-class discussion. The Weekly Reflections will be the only printed paper you will turn in all semester.</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Take 10 short timed quizzes administered on Blackboard during the semester. The quizzes will be open-book, and you may access your notes as well as other resources to complete the quizzes. You may take the quiz at any point during the week prior to its due date. The quizzes will be worth 20 points each.</td>
<td>200</td>
</tr>
<tr>
<td>In Class Sub-group 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.</td>
<td>200</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>Write a Final Reflection Paper on your personal ideas, perspectives, beliefs, values and attitudes on one specific group or population discussed in the course (between 500 to 600 word count). You will compare the ideas, perspectives, beliefs, values and attitudes you had before taking this course and after this educational experience.</td>
<td>25</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>
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</tbody>
</table>

Detailed description, instructions, grading criteria and corresponding course objectives for assignments, projects and examinations and course materials will be posted on Blackboard.
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.

<table>
<thead>
<tr>
<th>Points</th>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>672-750</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>597-671</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>522-596</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>447-521</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-446</td>
<td>59 &gt;</td>
<td>F</td>
</tr>
</tbody>
</table>

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](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](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples)
- Avoiding Plagiarism (UC-Davis)  
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)  
  [http://www.indiana.edu/~wts/pamphlets.shtml](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](http://catalog.uta.edu/academicregulations/grades/#undergraduatetext); for graduate courses, see [http://catalog.uta.edu/academicregulations/grades/#graduatetext](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/ao/tao/).

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 left when exiting the classroom (PH 103); 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 and Class Activities</th>
<th>Assignments and Examinations</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/21</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></td>
<td></td>
</tr>
</tbody>
</table>
| 2 8/28        | Topics: Paradigms Activities:  
  - SSW, Writing Coordinator, Dr. Chris Kilgore Presentation (8/28)  
  - Subgroup application activity  
  - Weekly Reflection 1 | Tutorial, Quiz, and Certification on Plagiarism Individual | 8/29 |
| 3 9/4         | Topics: Prejudice, Stereotyping, Oppression & Discrimination Activity:  
  - Subgroup application activity  
  - Weekly Reflection 2 | Quiz 1 | 9/3 |
| 4 9/11        | Topic: Privilege Activities:  
  - Subgroup application activity  
  - Weekly Reflection 3 | Quiz 2 | 9/10 |
| 5 9/18        | Topic: Cross Cultural Communication Activities:  
  - Subgroup application activity (5 extra credit points) | Out of Comfort Zone Paper | 9/19 |
| 6 9/25        | Topic: Intersectionalities Activities:  
  - Subgroup application activity (5 extra credit points) | Quiz 3 | 9/24 |
| 7 10/2        | Topic: Racism Activities:  
  - Subgroup application activity  
  - Weekly Reflection 4 | Quiz 4 | 10/1 |
| 8 10/9        | Topic: Immigration Activities:  
  - Subgroup application activity  
  - Weekly Reflection 5 | Quiz 5 | 10/8 |
| 9 10/16       | Topic: Sexism, Gender Diversity & Heterosexism Activities:  
  - Subgroup application activity  
  - Weekly Reflection 6 | Quiz 6 | 10/15 |
<table>
<thead>
<tr>
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<th>Assignments and Examinations</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10 10/23</td>
<td><strong>Topic: Ageism</strong>&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;• Subgroup application activity&lt;br&gt;• Weekly Reflection 7&lt;br&gt;• Midterm course assessment</td>
<td>Quiz 7</td>
<td>10/22</td>
</tr>
<tr>
<td>11 10/30</td>
<td><strong>Topic: Classism</strong>&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;• Subgroup application activity&lt;br&gt;• Weekly Reflection 8</td>
<td>Quiz 8</td>
<td>10/29</td>
</tr>
<tr>
<td>12 11/6</td>
<td><strong>Topic: Religious Intolerance</strong>&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;• Subgroup application activity&lt;br&gt;• Weekly Reflection 9</td>
<td>Quiz 9</td>
<td>11/5</td>
</tr>
<tr>
<td>13 11/13</td>
<td><strong>Topic: Ableism</strong>&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;• Subgroup application activity&lt;br&gt;• Weekly Reflection 10</td>
<td>Quiz 10</td>
<td>11/12</td>
</tr>
<tr>
<td>14 11/20</td>
<td><strong>Topic: Cultural Pluralism &amp; Diversity</strong>&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;Note: <em>No class meeting on November 27&lt;sup&gt;th&lt;/sup&gt;;</em>(Thanksgiving Holiday, November 27-28)</td>
<td>Final Reflection Paper</td>
<td>11/26</td>
</tr>
<tr>
<td>15 12/4</td>
<td><strong>Topic: Challenging Oppression</strong>&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;• Course wrap-up and assessment <em>(12/4)</em></td>
<td>Complete Peer Assessments (on Blackboard)</td>
<td>12/4</td>
</tr>
</tbody>
</table>

“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