

SW 947: Student Research Seminar
Spring 2017

Instructor: Lonnie Berger
Fridays 1:30-3:00, Social Work Room 300
Meet with me by appointment
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Course Description

This seminar is required for first and second year doctoral students. This seminar aims to foster professional socialization for social work doctoral students. The seminar is designed to expose students to a number of issues and tasks that they will face as doctoral students and as post-doctoral social work professionals.

Course Objectives

- ❖ To further socialize doctoral students to the PhD curriculum and world of academic social work by providing a format for students to discuss and share experiences, success strategies, and research interest with other PhD students in the program.
- ❖ To provide the opportunity for doctoral students to receive input and feedback on their research ideas.
- ❖ To provide intellectual stimulation and discussion of social work research issues.
- ❖ To provide an opportunity for doctoral students to further develop their plan for learning.
- ❖ To expose students to professional academic social work skills (such as abstract writing, reviewing journal manuscripts, giving presentations).

Grading and Assignments

70% of grade: Full participation in seminar
30% of grade: Final presentation/project

Full Participation in Seminar

Full participation in seminar means you attend to each of the items below: Class participation, attendance, weekly readings, and completing assignments.

Class participation: Class participation is 70% of your grade. Participation is not just about attendance, nor is it just about speaking. Indeed, sometimes the best participation involves facilitating the participation of other, less talkative colleagues. Participation involves providing timely and constructive feedback to your colleagues when they present or circulate a document for comment. Class participation includes doing the assignments that I have listed, and being ready to talk about them with your colleagues (i.e., the No Class assignment options).

Attendance: I expect you to attend all seminars, but obviously things happen. All classes missed will need to be made up in some way. Please notify me in advance if your absence is planned. If you become ill or have some other emergent conflict, please e-mail me when you know you will be missing class. I will let you know what you need to do to make up for content missed during the class session and/or to make up for your contribution that we missed with your absence.

Weekly readings: If there are readings for the week, it will say so on the syllabus, or I will notify you that they are in a section on the SW Doctoral Program Learn@UW site (not the SW947 site), or will hand them out in class.

Completing assignments: The tailored assignment, the human subjects assignment, the goals assignment, writing an abstract, and commenting on abstracts.

Assignments

Human Subjects Assignment

- ❖ Make sure you have completed the Human Subjects Online training (**by February 3, though most of you will have done it even by now if you are on a research project**)
- ❖ ALL OF YOU, EVEN THOSE WHO HAVE COMPETED IRB TRAINING...Go here:
<http://www.esourceresearch.org/tabid/36/Default.aspx>
And then enter the site
Choose “Ethical Challenges” from the “All Chapters” menu at right
“Do” the chapter. This should be a good refresher about human subjects research. (This assignment can be completed much earlier in the semester if you want to knock something off your to-do list!)

Write an Abstract for a Conference

- ❖ Write an abstract for a conference based on a paper you have written, are writing, or could conceive of writing. Follow the abstract guidelines for a particular target conference (such as SSWR). We will have a workshop to review and critique the abstracts. (**Abstracts due to each other by Monday, February 20; read all the abstracts and provide feedback in class on February 24**).

Goals and Plans

- ❖ Draft a one page outline of your goals and plans for the next 12 months (**Due April 28**)

***No Class (tailored assignment instead)**

You will notice that we will have no class on several dates during the semester. In lieu of attending those classes, you need to attend one of the following, as it fits your interest/need best at this time:

Option 1: Attend a Writing Center workshop. They fill up quickly. Find options at <http://www.writing.wisc.edu/index.html>

Option 2: If you have not done this before, make an appointment at the writing center for an individual appointment regarding your writing.

Option 3: Attend a teaching seminar of some sort. Find options (again, they fill quickly) At <http://www.delta.wisc.edu/> or <https://tle.wisc.edu/teaching-academy>

Option 4: Propose another professional development opportunity to me that better fits your needs than options 1-3!

Be prepared to tell you colleagues what you did, and to review it briefly, in case others might be interested in such an opportunity in the future.

For second year students (30% of grade)

- ❖ Develop a mock prelim proposal. The proposal must contain a detailed outline that is consistent with the prelim exam purpose, structure and content. It must also contain an introduction that describes the purpose and scope of the prelim and the relevance of the topic to social work. See the Preliminary Exam Process guidelines. Hand in your proposal draft to the class the day you present. **(Individuals will sign up for presentation dates).**

For first year students (30% of grade)

Complete one of the following activities:

- ❖ Develop a mock prelim proposal, as are the second year students. Present it to the seminar.
- ❖ Conduct a mock (or real) article review. Hand it in to Lonnie, and summarize what you learned in a presentation to the seminar. This can be a review you conduct in conjunction with a faculty member. Or, you can ask a faculty member to borrow an article that he/she has already reviewed. Conduct the review yourself, and then look at the review that your faculty member wrote, and compare similarities and differences.
- ❖ Create a presentation on an empirical piece of work and present it as if you were at a conference (20 minute presentation).

Weekly Topics and Readings

| Date | Topic | Speaker/Leader |
|--------------------------|--|--|
| January 20 | Planning the semester | Lonnie |
| January 27 | Attend Jeff Smith Job talk | |
| February 3 | Assignment #1 Human Subjects training | |
| February 10 | Discussion of job talks | |
| February 17 | No class: Assignment #2 Professional Development | |
| February 24 | Academic jobs panel | Alejandra Ros-Pilarz; Lauren Bishop-Fitzpatrick; Laura Cuesta; |
| March 3 | Non-academic jobs panel | Ken Taylor, Jennifer Noyes, Brad Wassink, Rebecca Paradiso de Sayu |
| March 8 (*Wednesday*) | Data management and workflow | Edward Vargas |
| March 10 | Visual presentation of data | John Mullahy |
| March 17 | Feedback on Assignment #3: Abstract; written abstracts Due March 13 | |
| March 24 | Spring Break | |
| March 31 | Student presentations | Lanikque, Angela, Melody |
| April 7 | Student presentations | Lisa, Maria, Molly, Emma C |
| April 14 | No class: Assignment #2 Professional Development | |
| April 21 | Student presentations | Emma K, Vicki, Meghan |
| April 28 | No class: Assignment #4 Goals and Plans due | |

Potential Topics:

Abstract preparation

Writing literature reviews

Tips for effective teaching

Tips for presenting research and answering questions

Completing the prelim and searching for dissertation funding

Preparing abstracts for conference submission

Writing tips for academic and lay audiences

Reviewing articles and responding to reviews

Tips for identifying funding sources and writing grants

Postdocs

Visual presentation of data and how to make effective powerpoints

Job talk critiques

How to structure time when not in classes, complete prelim/dissertation

Non-academic jobs post-PhD

The job search process – including postdocs, quant/qual tradeoffs, etc

Data workflow and management; organizing references/bibs/article database/reference software

Collaborations and networking; how to form, work with collaborators, particularly cross-disciplines