

School of Social Work
University of Wisconsin-Madison
1350 University Ave.
Madison WI 53706

SW 947-001: Student Research Seminar
Spring 2018

Instructor: Katherine Magnuson
Offices: 206 Social Work (263-4812) and 3432 Social Science.
Office hours: by appointment
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Class Days: Wednesday Time: 11:30-1:00
Credits: 1 Location: Social Work 220
Instructional Mode: Face-to Face
Canvas URL: <https://canvas.wisc.edu/>

I. Course Description

Course designed to: provide a forum for students to discuss experiences, success strategies and research interests; provide opportunities for advanced doctoral students to receive feedback on their research and later, on colloquia they prepare for their job searches.

Attributes and Designations: This course fulfills a requirement for a student research seminar in for the PhD in social welfare.

Requisites: The course is required for first and second year PhD students in social welfare.

How credit hour is met: This class meets for one 1.5 hour class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, preparing presentations) for approximately 3 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

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 research professionals.

III. Learning Outcomes: Course Description and Objectives

This course has the following objectives and outcomes: (1) 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; (2) to provide the opportunity for doctoral students to receive input and feedback on their research ideas; (3) to provide intellectual stimulation and discussion of social work research issues; (4) to provide an opportunity for doctoral students to further develop their plan for learning; (5) to expose students to professional academic social work skills (such as abstract writing, reviewing journal manuscripts, giving presentations).

Course activities consist of: (1) tailored professional development activities; (2) preparing a conference abstract; (3) commenting on students' abstracts; (4) writing professional goal statement; (5) participating in class discussions; (6) human subject assignment and (7) presenting the final project to the class.

IV. Course Content: Weekly Topics and Readings

Date	Topic	Speaker/Leader
January 24	No Class	
January 31	Planning the semester	Katherine
February 7	Prelim & Dissertation	Young Sun, Angela, & Lankique
February 14	Human Subjects	
February 21	Academic Job Market	Lara Gerassi & Pajarita Charles
February 28	No Class	
March 7	Preparing Abstracts & Posters for conferences	Katherine
March 14	Abstract Review	
March 21	Reviewing Articles	Katherine
March 28	Spring Break	
April 4	Student Presentations	Sakara, Meghan, Luke
April 11		
April 18	Student Presentations	Liz, Laura, Rachel, Lisa
April 25	Student Presentations	Heejin, Marissa, Emma, Yixia
May 2	Wrap Up	

V. Text and reading Materials

All reading material will be handed out in class or posted on the Canvas Website.

VI. Evaluation: Grading and Assignments

A	94-100	outstanding; surpasses expectations in all areas
AB	88-93	surpasses expectations in many areas
B	82-87	meets expectations in all areas
BC	76-81	meets expectations in some areas; below in others
C	70-75	below expectations in most areas, not acceptable graduate work
D	64-69	below expectations in all areas
F	<64	fails to meet minimal expectations in all areas, not acceptable work

70% of grade: Full participation in seminar discussions

30% of grade: Final presentation/project

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.

Human Subjects Assignment

- ❖ Make sure you have completed the Human Subjects Online training (**by February 14**, 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 (**by February 14**):
<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.

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, March 12; read all the abstracts and provide feedback in class on March 14**).

Goals and Plans

- ❖ Draft a one page outline of your goals and plans for the next 12 months (**Due April 25**)

***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).

VII. Course Policies

1. Accommodations The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

2. Students are expected to:
 - attend each class session (or receive approval in advance for non-attendance), actively participate in the in-class discussions. (If you cannot attend class, you are not only responsible for gaining permission in advance, but also for knowing what occurred and getting any handouts).
 - carefully and critically read all required readings before coming to class
 - complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course)
 - be respectful of other class members--a diversity of views and opinions may be articulated during discussions.

3. The instructor is expected to:
 - work either directly with students or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.
 - assure that course objectives are being met
 - be available to students by appointment and to answer questions through email during business hours
 - give reasonable guidance on preparing for assignments
 - be open to discussing concerns about the course
 - evaluate and return assignments in a timely manner.