

SW 947: Student Research Seminar *Spring 2014*

Instructor: Lonnie Berger
Mondays 8:30-10:00, Social Work Room 315B
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

***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.

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 the beginning of class on March 24; read all the abstracts for providing feedback in class on March 31).**

Human Subjects Assignment

- ❖ Make sure you have completed the Human Subjects Online training **(by April 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:

<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!)

Goals and Plans

- ❖ Draft a one page outline of your goals and plans for the next 12 months (**Due April 21**)

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 27	Planning the semester	Lonnie
February 3	Discussing the job search from different perspectives (no readings, but watch the job talk videos if you have not seen them; you may also want to peruse the job search info on the Learn@UW site if you'd like); also networking dos and don't's	Anna, Laura, Joe, and Lonnie
February 10	Tips for effective teaching	Tracy and Lonnie
February 17	No class: Assignment #1 Professional Development	--
February 24	Non-academic jobs post-PhD	Hilary Shager, Jennifer Noyes, and Rebekah Selekman
March 3	Preparing abstracts for conference submission; article writing tips	Lonnie
March 10	Tips for presenting research and answering questions	Lonnie
March 17	Spring Break	--
March 24	No class: Assignment #2 Abstract	--
March 31	Tips for identifying funding sources and writing grants	Jan and Lonnie
April 7	Provide feedback on each other's abstracts (no readings; review all abstracts before today)	Lonnie
April 14	No class: Assignment #3 Human Subjects	Lonnie
April 21	Assignment #4 Goals and Plans due Student presentations	TBA
April 28	Student presentations	TBA
May 5	Student presentations/Last Class	TBA