

University of Wisconsin - Madison School of Social Work
1350 University Avenue
Madison, WI 53706

Social Work 946
Faculty Research Seminar
Fall 2018

Instructor: Kristi Slack, Professor
Offices: 215 Social Work (263-4630)
Office hours: by appointment
Email: ksslack@wisc.edu

Class Days: Fridays
Credits: 1
Instructional Mode: Face-to Face
Canvas URL: <https://canvas.wisc.edu/courses/119691>

Time: 12:30-2:00
Location: Social Work 229

I. Course Description

This course is designed to: further the socialization of students to the Ph.D. program, its aims and objectives; and to provide opportunities for faculty to discuss research interests and doctoral education.

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

Requisites: The course is required for PhD students in social welfare and open to advanced MSW students and interested graduate students from other departments with instructor consent.

How credit hour is met: This class meets for one 1.5 hour class period each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for approximately 2 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

This one-credit seminar for first year students socializes students into the aims and objectives of the PhD program and familiarizes them with faculty research interests. Faculty provide presentations that describe their programs of research and discuss critical issues for future research in their areas of expertise. Students establish learning goals and a learning plan for their first year in the program and begin to formulate their substantive areas of interest.

The Ph.D. Program is an interdisciplinary program that is designed to prepare social work educators and researchers to contribute to the discovery, integration, application, and dissemination of knowledge for the social work profession, the field of social welfare, and related applied sciences. The Ph.D. curriculum is designed to foster the integration of course work, research and teaching experiences, and mentor relationships with faculty in an effort to prepare students for their substantive area of research, their prelims, and their dissertation research. The program encourages students to develop an individualized program of research that involves a mentor relationship between the student and faculty member(s) of their choice.

One of the aims of the program is to foster socialization for professional purposes. This includes but is not limited to the preparation for research and teaching in social work schools or programs. The majority of graduates of the school accept positions in schools or programs in social work. However, a growing number complete the program to prepare themselves for positions in research, social policy, or related fields rather than for a position in a social work academic setting.

This one-credit seminar for first year doctoral students socializes students into the aims and objectives of the PhD program and familiarizes them with faculty research interests. PhD faculty members provide presentations that describe their programs of research and discuss critical issues for future research in their areas of expertise. Students establish learning goals and a learning plan for their first year in the program and begin to formulate their substantive area of interest.

III. Learning Outcomes

Social Work 946 is designed to:

- Socialize students to the aims, objectives, and requirements of the Ph.D. program
- Provide an opportunity for the Ph.D. faculty to discuss and share research interests with first year Ph.D. graduate students
- Provide an opportunity for students to share their experiences in the PhD program and develop deeper connections within their cohort of colleagues

After completing this course, students are expected to:

- Have furthered their commitment to a social work teaching and/or research career with an emphasis on human diversity (i.e., to be sensitive to the impact of the forces of discrimination, economic deprivation, and oppression particularly for groups on the margin and at risk populations);
- Have demonstrated satisfactory movement toward the specification of the substantive area that they plan to use for their preliminary exam and dissertation research;
- Be thinking about who to select for a major professor;
- Have established a one-year plan (at minimum) to take the required and elective courses that are needed to prepare for prelims and dissertation research (see Ph.D. Guidelines for prelim and dissertation policies and procedures).

Course activities consist of:

1. Attendance and active participation in seminar discussions;
2. Developing a 2-page summary of learning;
3. Develop a statement of professional goals;
4. Meet with course instructor and advisor during semester.

IV. Texts and Reading Material

There are no required textbooks. All required readings will be posted on the class website on Canvas or available from the web 2 weeks prior to their discussion in class.

V. Assignments

All students:

- Actively participate in class discussions.
- Write a 3-4 page (double-spaced) "summary of learning": 1) what you have gained from hearing about the research agendas, projects and methods of the faculty? (E.g., Have you felt inspired to do certain kinds of work or use particular methods? Do you feel clearer about the kind of research you might want to engage in, or not? Have you identified faculty you might want on your prelim committee? Do you

have a better sense of academic life?), 2) what was most/least helpful to you during this seminar?, and 3) what suggestions you have for future faculty research seminars?. *Due Monday, December 10th.*

Additional requirements for PhD students only:

- Write a 1-2 page statement of your professional goals for the year. See attached example. This statement should 1) specify the courses that you plan to take this year, and courses you are considering for next year; 2) list and describe at least three goals that you would like to accomplish by the end of your first year in the program (may be related to research, teaching or other professional development goals); and 3) describe your plan for achieving each goal and any anticipated products (e.g., submission of an abstract to a conference, literature review that informs your prelim). *Due Friday, November 16th.*
- Meet with your temporary advisor during the course of the semester to discuss your year-long plan (your goals) and courses for the second semester.
- Schedule a time to meet with me (20-30 minutes) towards the end of the semester to discuss your experiences and progress during your initial months in the program.

Additional requirement for honors/masters students only:

- Write a statement of possible research topics that you would be interested in exploring in the future (no more than 3 double-spaced pages). This statement should 1) specify your rationale for your interest in this topic; (2) describe the research questions that you would want to explore; and (3) discuss the potential implications for improving social work practice or policy. *Due December 10th.*

VI. Grading

Grading Students satisfying all of the above requirements for the course will receive an “A” grade. If you miss more than two classes or fail to satisfy the other course requirements your grade will be an AB or lower.

VII. Expectations of Students and Instructor

Students are expected to:

- Attend each class session, actively participate in the in-class discussions;
- Carefully and critically read all required readings before coming to class;
- Complete all assignments by the due dates and times;
- Inform the instructor during the first week of the semester of any special accommodations needed for meeting class expectations (as approved by the McBurney Center);
- Be respectful of other class members—a diversity of views and opinions may be articulated during discussions.

The instructors are expected to:

- 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 assignments;
- be open to discussing concerns about the course;
- evaluate and return assignments in a timely manner.

VIII. Course Content

Week 1, 9/7: Introductions and course overview; Presentation by Professor Kristi Slack.

Required Readings: None

Week 2, 9/14: Presentation by Professor Dan Meyer

Required Readings: None

Week 3, 9/21: Presentation by Associate Professor Marah Curtis

Required Readings: TBD

Week 4: 9/28: Presentation by Professor and Director Steph Robert

Required Readings: TBD

Week 5, 10/5: Presentation by Assistant Professor Tova Walsh

Required Readings: TBD

Week 6, 10/12: Presentation by Professor Tracy Schroepfer

Required Readings: TBD

Week 7, 10/19: Presentation by Assistant Professor Jooyoung Kong

Required Readings: TBD

Week 8, 10/26: Presentation by Assistant Professor Paja Charles

Required Readings: TBD

Week 9, 11/2: Presentation by Assistant Professor Lauren Bishop-Fitzpatrick

Required Readings: TBD

Week 10, 11/9: Presentation by Assistant Professor Lara Gerassi (Kristi will be away at CSWE conference)

Required Readings: TBD

Week 11, 11/16: Presentation by Associate Professor Tally Moses

Required Readings: TBD

Learning Goals assignment due by midnight 11/16/18

Week 12, 11/23: NO CLASS

Week 13, 11/30: Presentation by Professor Jan Greenberg

Required Readings: TBD

Week 14, 12/7: Course Wrap-Up

Professional Goals assignment due by midnight 12/10/18 (PhD students)

Statement on possible research topics due by midnight 12/10/18 (honors/masters students)

IX. Rules, Rights, and Responsibilities

- See the Guide's [Rules, Rights and Responsibilities](#)

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for students with disabilities

McBurney Disability Resource Center syllabus statement: "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 are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] 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."

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity and inclusion

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals."

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world."

<https://diversity.wisc.edu/>

Sample Statement of Professional Goals (these can vary!!!)

Summary

Paragraph describing your overarching professional goals for the year.

Concrete Plan for Achieving Goals

1. Begin to formulate ideas about prelim topic
 - a. Do literature review about the current poverty research trends: write final papers on these topics in Fall 2012 and Spring 2013
 - b. Discuss my research interests with senior students and the temporary advisor during the Spring Semester.
 - c. Decide prelim subject and major professor by Fall 2013
 - d. Work with major professor to build prelim committee in Fall 2013
 - e. Begin to outline prelim proposal in Fall 2013(These plans have been discussed with my temporary advisor)
2. Begin to accumulate substantial knowledge around the prelim topic.
 - a. Develop my own Endnote database
 - b. Identify available data sets: including variables, related previous research
 - c. Identify necessary statistical methods
3. Enhance research experience; improve research skills for quantitative research by taking relevant research methods and statistics courses and working in the IRP

Coursework

Fall 2012 (current)

- EPSY 760 Statistics I (3)
- SW 946 Faculty Research Seminar (1)
- SW 949 Qualitative Methods (3)
- SW 950 Applied Policy Seminar (3)

Spring 2013

- EPSY 761 Statistics II (3)
- SW 950 Applied Theory Seminar: Social factors affecting physical and mental health (Robert)(3)
- SW 947 Student Research Seminar (1)
- SW 952 Application of Research Methods: Program Evaluation (Slack)(3)

Summer 2013

- SW 999 Independent Reading (elective, 3)

Fall 2013

- SW 950 Social Policy (Berger) (3)
- **SOC 924 Political Sociology (Elective, 3) [or other elective]**
- EPSY 964 Hierarchical Linear Modeling (Statistic, 3) [or other advanced stats course]
- SW 952 Applied Research Seminar (Greenberg) (3)

Spring 2014

- SW 951 Applied Theory: Caregiving (Kramer) (3)
- **HDFS XX Family Theory (Soc Sci Theory, 3) [or other social science theory]**
- SOC XX Event History Analysis (Statistic, 3) [or other stats/methods class]
- SW 948 Quantitative Methods (Magnuson)
- SW 947 Student Research Seminar