I. Catalogue Description

The course provides 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 the faculty research seminar for the PhD in social welfare.

Requisites: The course is part of the curriculum for PhD students in social welfare. It is also 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 spring 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 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

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 interests 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 a professional goal
statement; (5) participating in class discussions; (6) human subject assignment and (7) presenting a final project to the class.

IV. Texts and reading material

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

V. 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 and being ready to talk about them with your colleagues.

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 UW-Madison Human Subjects Online training (by February 17, though most of you will have done it even by now if you are on a research project)
  Choose “Ethical Challenges” from the “All Chapters” menu at right and “do” the chapter. This should be a good refresher about human subjects research. Be prepared to raise questions and discuss on February 18.

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 11 (electronically); read all the abstracts and provide feedback in class on April 1).

Goals and Plans

- Draft a one page outline of your goals and plans for the next 12 months (Due April 29). You may base this on the Student Progress Form that students are required to complete each spring. Further guidance will be provided.
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 for your admission year. Hand in your proposal draft to the class the day you present. (Students will sign up for presentation dates).

For first year students (30% of grade)

Complete one of the following activities:

- Develop a mock prelim proposal (see assignment for second year students). Present it to the seminar.
- Conduct a mock (or real) article review. Hand it in to Kristi, 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 written and submitted. Conduct the review yourself, and then look at the reviews that your faculty member received and the faculty member’s response to reviewers, 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).

VI. Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

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.

VII. Expectations of Students and Instructors

Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs are addressed both in and out of class, and that the diversity that students bring to this class is viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let either of us know ways to improve the effectiveness of the course for you personally or for other students or student groups.
Expectations of Students: Students are expected to:
- Attend each class session (or receive approval in advance for non-attendance) and 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 any assigned 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).
- 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 and instructors --a diversity of views and opinions may be articulated during discussions. Respect includes cell phones being turned off and appropriate use of laptops.
- Review Rules, Rights, and Responsibilities outlined in Section IX.

Expectations of Instructors: The instructors are expected to:
- Co-create a classroom environment that facilitates learning and respects diversity and inclusion.
- Assure that course objectives are being met.
- Be available for in-person consultations, either through regular office hours or by appointment.
- Be available to address student questions through emailed correspondence during normal 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.

VIII. Course content (some dates may be changed pending speaker availability)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker/Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 28</td>
<td>Planning the semester</td>
<td>Kristi</td>
</tr>
<tr>
<td>February 4</td>
<td>Prelim and dissertation proposal process and expectations</td>
<td>Kristi</td>
</tr>
<tr>
<td>February 11</td>
<td>Literature searches</td>
<td>Tom Durkin, SSW librarian</td>
</tr>
<tr>
<td>February 18</td>
<td>Human subjects research</td>
<td>John Stevenson and Kelly Elver, UW Survey Center</td>
</tr>
<tr>
<td>February 25</td>
<td>Preparing abstracts, posters, and presentations for conferences</td>
<td>Kristi</td>
</tr>
<tr>
<td>March 4</td>
<td>Reviewing research articles</td>
<td>Kristi</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Organizer</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>March 11</td>
<td>PhD Luncheon at Alumni Club</td>
<td>Everyone</td>
</tr>
<tr>
<td>March 18</td>
<td>SPRING BREAK</td>
<td>No class</td>
</tr>
<tr>
<td>March 25</td>
<td>Preparing a teaching syllabus</td>
<td>Tracy Schroepfer</td>
</tr>
<tr>
<td>April 1</td>
<td>Workshop: Abstract feedback and discussion</td>
<td>Everyone</td>
</tr>
<tr>
<td>April 8</td>
<td>Modes and strategies for effective research translation</td>
<td>Kristi</td>
</tr>
<tr>
<td>April 15</td>
<td>Student presentations</td>
<td>Assigned students</td>
</tr>
<tr>
<td>April 22</td>
<td>Student presentations</td>
<td>Assigned students</td>
</tr>
<tr>
<td>April 29</td>
<td>Student presentations</td>
<td>Assigned students</td>
</tr>
</tbody>
</table>

**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 [https://conduct.students.wisc.edu](https://conduct.students.wisc.edu).

Please review the School of Social Work guidelines on plagiarism – [https://socwork.wisc.edu/sites/socwork.wisc.edu/files/content/pdf/Plagiarism081318.pdf](https://socwork.wisc.edu/sites/socwork.wisc.edu/files/content/pdf/Plagiarism081318.pdf). If a student intentionally misrepresents another’s work as their own, the student will receive no credit for the assignment and a final semester grade no higher than a C. Other penalties may be assigned consistent with School and University policy.

**Accommodations for Students with a Disability**

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 instructors 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...
Accommodations will not be made without a VISA. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations.

Religious Observances

In accordance with University policy, accommodation will be made for students who are participating in a religious holiday or who have a conflict between religious observances and mandatory class requirements. To request accommodation, notify the instructor within the first two weeks of class of the specific days or dates on which a student requests relief.

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/](https://diversity.wisc.edu/)

See also Section VII, related to respect for diversity and inclusion.