



COURSE TITLE/SECTION: SOCW 8397 (Section # 25984)

Selected Topics in Social Work: Integrative Doctoral Seminar

TIME: 1:00pm – 4:00 pm Monday SOCW 110K **FACULTY:** Allen Rubin, Ph. D.

OFFICE HOURS: Tuesday 11:45am, after class or by appointment

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I. Course

A. Catalog Description

Integration of knowledge and skills to promote the academic and scholarly development of advanced doctoral students with the input of the instructor and peers.

B. Purpose

To provide opportunities for doctoral student in the 2nd year of study (and beyond) to integrate and build upon what they have learned in their other coursework through experiential learning exercises. Feedback provided by the instructor and classmates is intended to enable student to enter the final phase of their doctoral studies with an enhanced sense of mastery and confidence regarding the course objectives below.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies and have improved their readiness to:

1. Develop and clearly articulate a conceptual framework that will guide the preparation of their qualifying paper or dissertation proposal as well as their future career in academia and community service.
2. Prepare and acceptable qualifying paper or dissertation proposal that will inform a well-designed dissertation of significant value to the social work knowledge base.
3. Write for publication and successfully negotiate the publication process
4. Serve as peer reviewers for articles submitted for publication

5. Integrate research into professional presentations and/or teaching to show their expertise and scholarly productivity, especially during the job search preparation and interview process
6. Explore requirements and pressures of academia regarding obtaining a position, achieving tenure, and expectations concerning scholarly productivity, teaching and service to the community and the profession.

III. Course Content

This course will include the following topical (content) areas as listed in the course schedule in relation to scholarly writing and preparation for successful completion of one's qualifying paper and/ or dissertation proposal

IV. Teaching Methods

Initial course sessions will emphasize lecture/discussion formats regarding each of the course objectives. The remaining sessions will be comprised primarily of student oral and written presentations followed by instructor and peer feedback. If and when feasible, students will have the opportunity to attend and discuss colloquia presented by faculty applicants to UH or practice colloquia by UH doctoral students applying for faculty positions elsewhere.

V. Textbooks

There will be no required textbook; however, students will be expected to draw upon the texts used in current and previous coursework to guide their presentations.

Recommended Supplemental Pocket Guides

Lyons & Doueck, *The Dissertation*, Oxford.

Thyer, B., *Preparing Research Articles*, Oxford.

VI Course Requirements and Assignments

1. Conceptual Framework Draft: Submit for peer and instructor feedback a draft of (approximately 5 to 10 double-spaced pages) of a conceptual framework that will guide the preparation of your qualifying paper, dissertation proposal, and future career.
2. Prepare and submit for peer and instructor deliberations a review of an article submitted for publication to the GCSW's student-edited journal, *Perspectives on Social Work*. The review should consist of the following components:
 - a. A brief summary of the article's aims, methods, conclusions, strengths, and weaknesses (about 1 page)
 - b. Recommendation to:
 1. Accept as is
 2. Accept with modifications

- 3. Reject but encourage resubmission with recommended modifications
- 4. Reject
- c. Rationale for recommendation (About one page or less)
- d. Numbered list of suggested revisions (1 to 3 pages)

3. Dissertation Proposal Overview Draft: Submit for peer and instructor feedback a draft (approximately 10-20 double-spaced pages) of an overview of a proposal for a well-designed dissertation that will be of significant value to the social work knowledge base. The overview draft should include the following sections:

- a. Abstract (approximately 50-100 words)
- b. Introduction (approximately 2-3 pages)
 - 1. Problem statement
 - 2. Aim of study
 - 3. Importance of study
- c. Brief summary of relevant theoretical and empirical literature (approximately 1-2 pages)
- d. Conceptual Framework (approximately 2-3 pages)
 - 1. Hypotheses and their rationale
 - 2. Variables and how operationally defined
 - a. Independent
 - b. Dependent
 - c. Any moderating or mediating variables and their rationale
- e. Design and Methodology (approximately 5-7 pages)
 - 1. Type of research design (Experiment, survey, qualitative, etc.)
 - 2. Sampling
 - 3. Measurement
 - 4. Data analysis plans
 - 5. Limitations and their justification

4. Prepare and submit for instructor and peer feedback a document (approximately 5 double-spaced pages) for job market purposes that summarizes your teaching philosophy, areas of expertise for teaching and scholarship, and vision for your future course of research and scholarship.

5. Provide a 45 minute in-class presentation of one of the following types (selected by student) that integrates your expertise and scholarly productivity:

- a. A classroom session (teaching/learning style selected by student presenter)
- b. A presentation at a conference or practice setting
- c. A job-seeking colloquium presentation
(For 5 points of extra credit, and time permitting, with instructor advanced approval students might be able to make presentations in more than one of the above areas.)

6. Select one of the following:
- a. Prepare and submit for instructor and peer feedback a draft of a conceptual, literature review manuscript that you want to submit for publication based on your previous and ongoing doctoral program work. (Co-authorship is acceptable. If the co-authors are students in this course, all will receive the same grade on this assignment. Faculty co-authors are also accepted, provided that a student in this course is the lead author. Faculty co-authors are welcome to attend the feedback session, but they will not be graded.)
 - b. Prepare and submit for instructor and peer feedback a draft of a mock manuscript for publication based on your dissertation overview proposal overview draft in Assignment 2, above. Include sections on Results and Discussion based on mock tables of results that the instructor will concoct and provide.

VII. Evaluation and Grading

Students will be expected to attend and participate actively in the discussion and feedback portions of every class session. For each class session that a student misses without a compelling reason, that student's class attendance/participation grade will be reduced by 5 points.

Because of the experiential learning process emphasized in this course, substantive limitations in student presentations will not lower their grade unless they reflect – in the instructor's judgment – inadequate effort in preparing a reasonable, clear and understandable presentation. Each written and oral presentation assignment will be graded up to a maximum of 100%, and grade points will be as follows:

10 points: Assignment 1:
 20 points: Assignment 2:
 20 points: Assignment 3:
 10 points: Assignment 4:
 20 points: Assignment 5:
 20 points: Class attendance and active participation in discussion and feedback portions of each class session.

Total: 100 points

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete): Provided something about incompletes is included in all syllabi the specific content is not mandated to be from GPS bulletin.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook

X. Course Schedule and Reading Assignments

1/13: Course overview; Discussion of student areas of expertise and their ideas for the foci of their assignments

1/27: Lecture/discussion regarding good scholarly writing; writing for publication; successfully negotiating the publication process; and effective scholarly presentations.

2/3: Panel discussion regarding dealing with the job market process. Panelists: Drs. Berger Carduso, Hansen, Parrish, Torres and Holly Oxhandler

Submit Assignment 1

2/10: Feedback on Assignment 1

2/17: Continued feedback on Assignment 1

Submit Assignment 2

2/24: Discussion of Assignment 2

3/3: Continued discussion of Assignment 2

Submit Assignment 3

3/10: Spring Break

3/17: Feedback on Assignment 3

3/24: Continued feedback on Assignment 3

Submit Assignment 4

3/31: Feedback on Assignment 4

4/7: In-class presentations of and feedback on Assignment 5

4/14: Additional in-class presentations of and feedback on Assignment 5

Submit Assignment 6

4/21 to 4/28: Feedback on Assignment 6; Unfinished business; Course evaluation

XI. Bibliography

Please contact the instructor for additional references related to course content

XII. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the UH Center for Students with Disabilities at 713-743-5400 to request documentation outlining authorized accommodations

XIII. Note From Instructor Concerning Changes to Syllabus and Schedule

The instructor reserves the right (and flexibility) to alter the course outline or schedule in order to better accommodate learning goals and time constraints. Student flexibility for any necessary agenda shifts is appreciated.