



THE UNIVERSITY OF BRITISH COLUMBIA
 School of Social Work
 Course Outline – SOWK 601 – Doctoral Seminar
 3 Credits

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Year/Term	2020-21, Terms 1 & 2
Course Title	SOWK 601: Social Work Doctoral Seminar
Course Schedule	Tues 1:00-4:00 see below for exact dates (subject to change)
Course Location	Room TBD

Instructors	Office Location	Office Phone	e-mail address
Prof. Tim Stainton	Room 232	email	timst@mail.ubc.ca
Office Hours	By appointment		

PREREQUISITE and/or COREQUISITE

This seminar has no prerequisites.

COURSE DESCRIPTION:

This seminar is intended to assist students in developing academic and professional skills and to provide a forum to develop, discuss and critically examine aspects of their own and their colleagues’ research. The seminar is concerned with providing students with an environment to explore ways to develop original scholarship and disseminate their work.

Students will have an opportunity to present and get feedback on ideas related to their thesis as well as

substantive papers on topics drawn from their theoretical framework, methodology or comprehensive papers. They will also have the opportunity to develop skills in key academic transferable skills in research, teaching, grant applications, conference presentations and publication.

FORMAT OF THE SEMINAR:

The seminar is based on a workshop model where everyone shares their knowledge, experiences, skills and, most importantly, their work-in-progress while learning (by doing) some of the ‘tricks of the trade’ in academia. The seminar will utilize a combination of discussions, guest presentations, workshop activities and exercises coupled with student presentations at the term two retreat. Due to Covid-19 restrictions the seminar will be done virtually until further notice.

HIGHLY RECOMMENDED TEXT: (AVAILABLE USED THROUGH AMAZON)

GENERALLY, READINGS WILL NOT BE ASSIGNED, STUDENTS ARE ASKED TO DRAW FROM THE LIST BELOW TO IDENTIFY RELEVANT READINGS FOR THE WEEK. ADDITIONAL RESOURCES TO REVIEW ARE PROVIDED IN THE WEEKLY SCHEDULE.

Jalongo, M.R. & Saracho, O.N., (2016). *Writing for Publication: Transitions and Tools that Support Scholars' Success*. Switzerland: Springer. (E-book accessible via UBC Library)

Belcher, W.L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Los Angeles: Sage Publications.

Murray, R. (2013). *Writing for academic journals*. Maidenhead, Berkshire, UK: Open University Press.

SUPPLEMENTARY READINGS:

Online Resources

<https://patthomson.net/>

The Thesiswhisperer Blog: <https://thesiswhisperer.com/>

Finish Your Thesis with Dora: <https://finishyourthesis.com/> (Free booklet: *Finish your thesis faster*)

Academic Writing, Publishing and Reviewing:

Apgar, D.H. & Congress, E. (2005). Authorship Credit: A national study of social work educators' beliefs. *Journal of Social Work Education*, 41 (1), 101-112.

Bailey, A. et al. (2015). Building a scholar in writing (BSW): A model for developing students' critical writing skills. *Nurse Education in Practice*, 15, 524 – 529.

Bebeau, M.J. & Monson, V. (2011). Authorship and publication practices in the social sciences: Historical reflections on current practices. *Science and Engineering Ethics*, 17, 365–388.

Bender, K. & Windsor, L.C. (2010). The four ps of publishing: Demystifying publishing in peer-reviewed

- journals for social work doctoral students. *Journal of Teaching in Social Work*, 30,147–158.
- Blyth, E., Shardlow, S.M., Masson, H., Lyons, K., Shaw, I. & White, S. (2010). Measuring the quality of peer-reviewed publications in social work: Impact factors—liberation or liability? *Social Work Education*, 29(2), 120-136.
- Fine, M.A. & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48(11), 1141-1147.
- Fine, M.A. & Kurdek, L.A. (1994). Publishing multiple journal articles From a single data set: Issues and recommendations. *Journal of Family Psychology*, 8(4), 371-379.
- Fowler, J. (2010). Writing for professional publication. Part 1: Motivation. *British Journal of Nursing*, 19(16), 1026.
- Fowler, J. (2010). Writing for professional publication. Part 2: Subject matter. *British Journal of Nursing*, 19(17), 112.
- Fowler, J. (2010). Writing for professional publication. Part 3: Following journal guidelines. *British Journal of Nursing*, 19(19), 1260.
- Fowler, J. (2010). Writing for professional publication. Part 4: Supporting your statements. *British Journal of Nursing*, 19(21), 1374.
- Fowler, J. (2011). Writing for professional publication. Part 5: Creating interest. *British Journal of Nursing*, 20(1), 49.
- Fowler, J. (2011). Writing for professional publication. Part 6: Writing the abstract. *British Journal of Nursing*, 20(2), 120.
- Fowler, J. (2011). Writing for professional publication. Part 7: Structure and presentation. *British Journal of Nursing*, 20(3), 190.
- Fowler, J. (2011). Writing for professional publication. Part 8: Targeting the right journal. *British Journal of Nursing*, 20(4), 254.
- Fowler, J. (2011). Writing for professional publication. Part 10: Publishing a project report. *British Journal of Nursing*, 20(6), 371.
- Garson, D. (2002). *Guide to writing empirical papers, theses, and dissertations*. New York: Marcel Dekker.
- Overholser, J.C. (2011). Reading, writing, and reviewing: Recommendations for scholarly manuscripts at the graduate and professional level. *Journal of Contemporary Psychotherapy*, 41,115–122.
- Thomas, R.M. & Brubaker, D.L. (2007). *Theses and dissertations: A guide to planning, research, and writing*. Thousand Oaks CA: Corwin Press.
- Safa, M.S. (2009). The art of reviewing journal articles: Perfections and limitations. *International Journal of Business and Management Science*, 2(2): 89-100.
- Sommers, M.S. (2011) Negotiating journal authorship: Strategies and hazards. *Clinical Nursing Research*,

20(2) 115–119.

Washburn, J.J. (2008). Encouraging research collaboration through ethical and fair authorship: A model policy. *Ethics & Behavior*, 18(1), 44–58.

Presenting and Teaching:

UBC Centre for Teaching, Learning and Technology: <http://ctl.ubc.ca/resources/>

Chivers, B. & Shoolbred, M. (2007). *A student's guide to making your presentation count*. Los Angeles : Sage Publications.

Coleman, H., Collins, D. & Liley, D.G. (2006). Teaching and practicing: Parallels between good teaching and social work practice. *International Journal of Learning*, 13(4), 23- 36.

East, J. & Chambers, R. (2007). Courage to teach for social work educators. *Social Work Education*, 26(8), 810-826.

Fowler, J. (2011). Writing for professional publication. Part 11: Writing conference abstracts. *British Journal of Nursing*, 20(7), 451.

Gathercoal, P. & Gathercoal, F. (2007). *The judicious professor: A learner-centered philosophy for teaching and learning in higher education*. San Francisco: Caddo Gap Press.

Kember, D., Ho, A. & Hong, C. (2008). The importance of establishing relevance in motivating student learning. *Active Learning in Higher Education*, 9, 249-263.

Kember, D. & McNaught, C. (2007). *Enhancing university teaching: Lessons from award-winning teachers*. London: Routledge.

Light, G., Cox, R. & Calkins, S. (2009). *Learning and teaching in higher education: The reflective professional*. London: Sage Publications.

Lesser, J.G. & Cooper, M. (2006). Theory and practice. *Journal of Teaching in Social Work*, 26,121–136.

Lynn, R. (2010). Mindfulness in social work education, *Social Work Education*, 29(3), 289-304.

Murray, J. & Aymer, C. (2009). The apparent conflict between commitment to the development of the profession and the imperatives of the academy. *Social Work Education*, 28(1), 81-95.

Nicol, A.A.M. & Pexman, P.M. (2010). *Displaying your findings : A practical guide for creating figures, posters, and presentations*. Washington, DC: American Psychological Association.

Teater, B.A. (2011). Maximizing student learning: A case example of applying teaching and learning theory in social work education, *Social Work Education*, 30(5), 571-585.

Wehbi, S. (2009). Reclaiming our agency in academia: Engaging in the scholarship of teaching in social work. *Social Work Education*, 28(5), 502-511.

EVALUATION:

The course is a pass/fail course so no specific marks will be awarded however attendance and successful completion of the assignments are required to achieve a 'pass'.

ASSIGNMENTS:

There are three primary assignments for the course as well as a number of 'homework' assignments. The 'homework' will be assigned in class. The main course assignments are as follows

1. Presentation

- Students will prepare an abstract for a conference of their choice. The abstract will be critiqued by the instructor and in class with the view of potentially submitting it for consideration in an upcoming conference.

Due: Nov 3rd

- Students will present a 15 minute presentation to the class based upon the abstract. Each student will be given feedback on his or her presentation by the group.

Due: Nov 17th

2. Journal Manuscript

Each student will prepare and submit an article for publication in which they are the sole or first author. In addition each student will be asked to provide 'reviewers comments' on at least one colleague's paper. Steps in the process will be:

- a. Write an outline for an article suitable for publication in an academic journal
- b. Due: Jan 8th
- c. Select three potential journals for publication citing reasons for the choice including impact factors if available
Due: Jan 8th
- d. Prepare a draft of the article 3500- 5000words in length Due:
Feb 27th
- e. Provide a review of your colleagues draft as if you were doing this for a journal Due:
March 12th
- f. Submit the article. Due:
Apr. 9th

3. Research Retreat Presentation

The primary purpose of the research retreat is to provide an opportunity for students to refine and focus their thesis research based upon faculty and peer feedback. Each student will have 45 minutes to present their planned course of research and to engage in discussion with the other retreat participants. Date TBD

OUTLINE:

Seminars will commence September 12, with the first two on Sat at 9 am and the rest of term one on Tues 1. We will generally meet every two weeks for 1.5-2 hours. Depending on the current state of Covid 19 we will plan to have some ½ day sessions and a full day final retreat in March/April.

Session 1: Sat September 12, 9-11

Introductions and course overview.

1. Introduction to the course
2. Introduction of yourself and area of interest/research
3. Discussion of how to be a successful PhD student

Review PhD student handbook <https://socialwork.ubc.ca/prospective-students/graduate/phd-program/degree-requirements/> and information on Grad Studies website <https://www.grad.ubc.ca/current-students>

Session 2: Sat September 26 9-11

Conversations with Current and Past PhD students

Guest will share their experience of their PhD studies and answer questions.

HOMEWORK: Review material on this site <https://www.grad.ubc.ca/scholarships-awards-funding/resources-award-applicants> and watch [Preparing Excellent Applications for Fall Fellowship Competitions](#). This site has a lot of useful information about funding and applications.

Students working on funding applications can submit them to the group for review prior to the class for discussion and feedback.

Complete the TCPS 2 2018 tutorial 'CORE' <https://ethics.research.ubc.ca/education-training/online-tutorials-training>. This is required for all researchers at UBC in order to obtain Ethics approval. Please send a copy of your certificate when done.

Session 3: October 6 (TBC)

Using Library Resources (Guest Speaker, Susan Patterson, Class will be held at Koerner Library)

1. What kinds of resource that is accessible through the library system?
2. What is reliable resources?
3. How to navigate the maze of information networks available?
4. How to build up a referencing system?

Session 4: October 20

Doing Scholarly Presentation

1. What is academic conference about?
2. How to develop conference abstracts and submissions?
3. How to conduct “yourself” when presenting in a conference?

Session 5: November, 3

Academic Writing

1. How to formulate a paper?
2. How to pick a journal?
3. How does the publication process work?
4. Is there a “perfect” paper?
5. What does it mean when your paper is rejected?

Session 6: November 17

Conference presentations

Student will do a presentation: 15 minutes presentation and 5 minutes for Qs and As.

Reviewing the presentations.

Session 7: Dec 7

Session with current PhDs years 2+

Discussion on current status and plan for term 2

Term 2

Dates and Time TBD based on Covid situation and location of student

Moving forward to the Completion

1. How to form a committee?
2. What is comprehensive examination?
3. What do you need to put a dissertation proposal together?
4. Is doctoral dissertation a lifelong endeavor?

Teaching

1. What do we learn from being a TA?
2. What is the uniqueness of teaching at a university

3. How to mentor students?

Academic CVs and Developing Programs of Research

1. What is the difference between a resume and an academic cv?
2. What should be included in an academic cv?
3. How to maintain an academic cv?
4. How to develop programs of research?

Reviewing manuscripts

Students are expected to read all the papers written by other classmates. Each will also do an in-depth review of a paper from one classmates and provide detailed feedback in class.

Research Retreat

The primary purpose of the research retreat is to provide an opportunity for students to share their ideas of thesis research. All currently doctoral students will be invited to take part. Faculty members will also be invited to attend and provide feedback. Each student will have 45 minutes to present their planned course of research and to engage in discussion with the other retreat participants. The retreat will also explore students' own theoretical framework and ways of self-care.

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.

Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism,

and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

ASSIGNMENTS

Submitting Assignments-

Students will submit all assignments electronically to the instructor at miu.yan@ubc.ca. The instructor will mark it on-line (with track changes) and return to the student on-line

UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

Attendance: *“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.”* (UBC Calendar)

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technology: CANVAS; this tool captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
 - Track your progress in order to provide you with personalized feedback
 - Review statistics on course content being accessed to support improvements in the course
 - Assess your participation in the course.
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