

School of Social Work

# Course Outline

## SOWK 601

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



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Arts

[arts.ubc.ca](http://arts.ubc.ca)

## 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.

## Course Info

<b>Year/Term</b>	Term 1, 2021 (Sept - Dec) and Term 2, 2022 (Jan- April)
<b>Course Title</b>	SOWK 601; Social Work Doctoral Seminar
<b>Credit Value</b>	3
<b>Course Schedule</b>	Every other Monday 5-8 pm or as scheduled by instructor and students
<b>Course Location</b>	Jack Bell Building for the School of Social Work, Room 222

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>	<b>Office Hours</b>
Christiana Bratiotis, PhD, MSW	JBB	(604) 822-2460	christiana.bratiotis@ubc.ca	Virtual By appointment

## 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 of 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.

## Course Structure and Learning Activities

The seminar is based on a workshop model where students share 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 use a combination of discussions, guest presentations, workshop activities and exercises coupled with student presentations.

## Textbook(s) and Learning Materials

**\*\*All textbook and other course materials are suggested. Further readings and media-based learning will be posted/linked on the course Canvas site.**

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.

## Assessment of Learning

This course emphasizes the process of learning, collectively and individually. Students will receive a pass/fail for the course and are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a doctoral program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. The instructor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during the seminar session.

## Course Schedule

<b>Session 1</b>	<i>Tuesday, 28 September</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>Establishing myself as a social work scholar</li> <li>Making the most of my UBC doctoral student experience</li> </ul>
<b>Session 2</b>	<i>Tuesday, 5 October</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>Making progress and defining 'success' in my doctoral program</li> <li>Preparing my 3-minute elevator pitch</li> <li>Asking my colleagues and supervisor for consultation, and using their feedback</li> </ul>
<b>Session 3</b>	<i>Tuesday, 19 October</i>
<b>Topic:</b>	<p><a href="#">Delivering my 3-minute elevator pitch</a></p> <ul style="list-style-type: none"> <li>Searching for funding and writing to clarify my ideas (for a proposal)</li> <li><a href="#">Writing Workshop</a></li> </ul>
<b>Session 4</b>	<i>Tuesday, 2 November</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>Refining my research aims</li> <li><a href="#">Library presentation</a></li> <li>Preparing my 12-minute research talk and consultation questions</li> </ul>

<b>Session 5</b>	<i>Tuesday, 16 November</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• <i>Writing Workshop</i></li> <li>• Asking my colleagues and supervisor to review my written work and using their feedback</li> </ul>
<b>Session 6</b>	<i>Tuesday, 30 November</i>
<b>Topic:</b>	<i>Delivering my 12-minute research talk</i> <ul style="list-style-type: none"> <li>• Celebrating: Surviving and thriving in my first term of PhD School</li> </ul>
<b>Session 7</b>	<i>Monday, 10 January</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• Welcome back! Review of my progress last term and orienting myself for this term</li> <li>• Reviewing my colleagues' writing</li> </ul>
<b>Session 8</b>	<i>Monday, 24 January</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• Preparing my academic CV and bio sketch</li> <li>• <i>CV workshop</i></li> <li>• Preparing my 20-minute research talk and consultation questions</li> </ul>
<b>Session 9</b>	<i>Monday, 7 February</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• Preparing a brief 5-page proposal for funding</li> <li>• <i>CV or Proposal Workshop</i></li> <li>• Reviewing a research article</li> </ul>
<b>Session 10</b>	<i>Monday, 28 February</i>
<b>Topic:</b>	<i>Delivering my 20-minute research talk</i> <ul style="list-style-type: none"> <li>• <i>CV or Proposal Workshop</i></li> </ul>
<b>Session 11</b>	<i>Monday, 7 March</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• Teaching</li> </ul>
<b>Session 12</b>	<i>Monday, 21 March</i>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• Opportunities to publish: think pieces, book reviews, editorials, working with my supervisor/an established scholar</li> <li>• Establishing myself as a social work scholar, revisited</li> <li>• Academic-practice life: How can I use my scholarly identity and career?</li> </ul>
<b>Session 13</b>	<i>Monday, 4 April</i>
<b>Topic:</b>	<i>Submitting my 5-page proposal for feedback</i> <ul style="list-style-type: none"> <li>• Next steps in my UBC doctoral student experience</li> <li>• Celebrating: Surviving and thriving in my first year of PhD School</li> </ul>

## Assignments

There are four primary assignments for the course. Learners are asked to complete each assignment to the best of their ability and to offer and receive constructive, supportive and specific collegial (and supervisory) feedback. Learners are invited to approach all assignments and in-class workshop activities with a growth and skill-development mindset. Opportunities to learn and refine skills are encouraged rather than focusing on mastery. Exploring new ways of thinking and being are promoted and learners are welcome to make mistakes and to try again.

The four primary assignments for the 2-term seminar are: a) 3-minute elevator pitch, b) 12-minute research talk, c) 20-minute research talk, d) 5-page funding proposal.

Students will also have the opportunity to participate in seminar workshops on: writing, CV and bio sketch development, and proposal writing.

It is anticipated that students will attend seminar sessions, participate in all workshop activities and complete the four assignments in order to receive a *Pass* for the seminar.

## School/Course Policies

### Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook

[https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook\\_2019-20.pdf](https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf)

### Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

Class rosters are generally provided to the Course Instructor with students' legal names; however, I am happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise of this as soon as possible so I can ensure use of your correct name and pronouns in this space. If you need general support around this issue, please also be aware that *Trans and Gender Diversity at UBC* can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>)

## 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 at:

<https://senate.ubc.ca/policies-resources-support-student-success>

## Appropriate Use of Electronic Devices

Non-academic use of laptops, tablets and other electronic devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other e-devices are to be used during synchronous class sessions for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet.

## Protecting Confidentiality

The student must respect all guidelines of confidentiality as outlined in the Canadian Association of Social Workers (CASW) Code of Ethics ( <https://casw-acts.ca/en/Code-of-Ethics> ). No information that could potentially identify a client of any service system will be used in class discussions or assignments. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality and to always disguise case material.

For all assignments, your work is respected as private. However, if the instructors/teaching assistant have reason to believe your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, program administrators, or any other person who may need to be involved as part of the process of resolution.

## Copyright

All materials of this course (course handouts, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

## Covid-19 Safety

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

**If you are sick, it is important that you stay home.**

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**If you miss class because of illness:**

- Ask someone to share their notes and please be in touch with the instructor.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time.