School of Social Work
FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.

School Mission Statement: Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.

COURSE INFORMATION

Year/Term/Dates	2023-24 Winter, Term 1 & 2, Sept 5 – Dec 7 2023, Jan 8 – April 12 2024
Course Title	SOWK 601: Social Work Doctoral Seminar
Course Schedule	Every other Wednesday, 5.00pm – 8.00 pm
Course Location	GEOG 109 - Geography Building, Room 109

Instructor	Office Location	Office Phone	Email Address
Christiana Bratiotis, PhD, MSW	Jack Bell, 236	604.822.2460	Christiana.bratiotis@ubc.ca
Office Hours	(Virtually) 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.

Required 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.

Course Schedule

Session 1	*Wednesday, 6 September*
Topic:	• Welcome, introductions, setting our course • Establishing myself as a social work scholar • Making the most of my UBC doctoral student experience
Session 2	*Wednesday, 20 September*
Topic:	• Making progress and defining 'success' in my doctoral program • Preparing my 3-minute elevator pitch

	• Asking my colleagues and supervisor for consultation, and using their feedback
Session 3	*Wednesday, 4 October*
Topic:	Delivering my 3-minute elevator pitch • Searching for funding and writing to clarify my ideas (for a proposal) • *Writing Workshop*
Session 4	*Wednesday, 18 October*
Topic:	• Refining my research aims • *Library presentation* • Preparing my 12-minute research talk and consultation questions
Session 5	*Wednesday, 1 November*
Topic:	• *Writing Workshop* • Asking my colleagues and supervisor to review my written work and using their feedback
Session 6	*Wednesday, 22 November or Wednesday, 6 December*
Topic:	Delivering my 12-minute research talk • Celebrating: Surviving and thriving in my first term of PhD School
Session 7	
Topic:	• Welcome back! Review of my progress last term and orienting myself for this term • Reviewing my colleagues' writing
Session 8	
Topic:	• Preparing my academic CV and bio sketch • *CV workshop* • Preparing my 20-minute research talk and consultation questions
Session 9	
Topic:	• Preparing a brief 5-page proposal for funding • *CV or Proposal Workshop* • Reviewing a research article
Session 10	

Topic:	Delivering my 20-minute research talk • *CV or Proposal Workshop*
Session 11	
Topic:	• Teaching
Session 12	
Topic:	• Opportunities to publish: think pieces, book reviews, editorials, working with my supervisor/an established scholar • Establishing myself as a social work scholar, revisited • Academic-practice life: How can I use my scholarly identity and career?
Session 13	
Topic:	Submitting my 5-page proposal for feedback • Next steps in my UBC doctoral student experience • Celebrating: Surviving and thriving in my first year of PhD School

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.

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://schoolofsocialwork.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.

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the
A	85-89	87	

A-	80-84	82	subject and shows personal engagement with the topic.
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.