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.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>2015-2016</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 601: Social Work Doctoral Seminar</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Monday 9:00-12:00 (bi-weekly)</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 122</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instructors</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>e-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Tim Stainton</td>
<td>Room 100</td>
<td>604-822-3332</td>
<td><a href="mailto:timst@mail.ubc.ca">timst@mail.ubc.ca</a></td>
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</tbody>
</table>

**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 their thesis proposals 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.

**HIGHLY RECOMMENDED TEXT: (AVAILABLE USED THROUGH AMAZON)**

SUPPLEMENTARY READINGS:

Academic Writing, Publishing and Reviewing:


**Presenting and Teaching:**


**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**
   
   a. Students will prepare an abstract for a conference of their choice. The abstract will be critiqued in class with the view of potentially submitting it for consideration in an upcoming conference. Due: October 5, 2015.
   
   b. Students will present a 30-40 minute presentation to the class based upon the abstract. Each student will be given feedback on their presentation. Due: January 11/25, 2014.

2. **Article**

   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  
Due: October 19, 2015;

b. Select three potential journals for publication citing reasons for the choice  
including impact factors if available  
Due: November 2, 2015;

c. Prepare a draft of the article 3500-5000 words in length  
Due: January 25, 2016;

d. Provide a review of your colleagues draft as if you were doing this for a journal  
Due: February 22, 2016;

e. Submit the article.  
Due: March 21, 2016.

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 1-2 hours to present their planned course of research and to engage in discussion with the other retreat participants.

a. As assigned

NB: Students are also required to complete the Tri-Council Ethics course (Core) available online at: http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/

OUTLINE AND READINGS:

Seminars will commence September 14, 2013 and will be held over two semesters according to the following schedule. In addition there will be a one day retreat in April.

Session 1: September 14, 2015

Introduction and Programs of Research

1. Introduction to the course
2. Review of the Handbook
3. Introduction of students and their topics of research
4. Introduction to developing a program of research

Session 2: September 28, 2015

Comprehensive Examinations and Thesis Proposals.

1. Comprehensive papers and examinations
2. Thesis proposals
3. Student projects
Session 3: October 5, 2015

Presenting, Publishing and Reviewing

1. Developing conference abstracts and submissions
2. Getting published
3. Reviewing manuscripts

Session 4: October 19, 2015

Academic CVs and Developing Programs of Research

1. Preparing an academic cv
2. Developing programs of research

Session 5: November, 2, 2015

Ethics and Funding

1. Navigating the ethics approval process
2. Identifying funding sources
3. Grant proposal writing
   [http://ethics.research.ubc.ca/ore/online-tutorials-training](http://ethics.research.ubc.ca/ore/online-tutorials-training)

Session 6: November 16, 2012

Teaching, Presenting and Mentoring

1. Working in an academic environment
2. Presenting at conferences

Session 7: November, 30, 2015

Teaching, Presenting and Mentoring

1. Introduction to teaching at a university
2. Introduction to mentoring students

Session 8: January 11, 2016

1. Presentations

Session 9: January 25, 2016

2. Presentations
Session 10: February 22, 2016

To be Determined
The topics of sessions 10-12 will be determined by the students.

Session 11: March 7, 2016

To be Determined

Session 12: March 21, 2016

To be Determined

Session 13: April 4, 2016 (All Day)

Research Retreat

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 1-2 hours to present their planned course of research and to engage in discussion with the other retreat participants.

Readings will be assigned from the suggested reading list on a session by session basis. Students are expected to have the necessary reading for each class prior to that session.

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 timst@mail.ubc.ca.

Return of marked student assignments -
Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor’s office or in the main office.