



The University of British Columbia  
**School of Social Work**  
Course Outline -

*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.*

Year/Term	2015-2016
Course Title	SOWK 601: Social Work Doctoral Seminar
Course Schedule	Monday 9:00-12:00 (bi-weekly)
Course Location	Room 324

Instructors	Office Location	Office Phone	e-mail address
Prof. Tim Stainton	Room 100	604-822-3332	timst@mail.ubc.ca
Office Hours	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 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: (AVAILBALE USED THROUGH AMAZON)**

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

## **SUPPLEMENTARY READINGS:**

### **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.
- 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:**

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.

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## **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'.

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## **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/>

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## **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>

### **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.

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### **COURSE POLICIES** [attendance, participation, academic dishonesty]:

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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 pedagogical purposes. The examination remains the property of the university.

Academic Dishonesty:

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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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

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## **ASSIGNMENTS**

### Submitting Assignments-

Students will submit all assignments electronically to the instructor at [timst@mail.ubc.ca](mailto: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.