

COURSE TITLE/SECTION: SOCW 8338 (20019) Selected Topics in Social Work: Integrative Doctoral Seminar

TIME: 1:00pm – 3:00 pm Monday SOCW 425

FACULTY: Allen Rubin, Ph. D.

OFFICE HOURS: Monday noon, after class or by appointment

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I. Course

A. Catalog Description

Integration of knowledge and skills to promote the academic and scholarly development of advanced doctoral students with the input of the instructor and peers.

B. Purpose

To provide opportunities for doctoral student in the 2nd year of study (and beyond) to integrate and build upon what they have learned in their other coursework through experiential learning exercises. Feedback provided by the instructor and classmates is intended to enable student to enter the final phase of their doctoral studies with an enhanced sense of mastery and confidence regarding the course objectives below.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies and have improved their readiness to:

1. Develop and clearly articulate a conceptual framework that will guide the preparation of their qualifying paper or dissertation proposal as well as their future career in academia and community service.
2. Prepare and acceptable qualifying paper or dissertation proposal that will inform a well-designed dissertation of significant value to the social work knowledge base.
3. Write for publication and successfully negotiate the publication process
4. Serve as peer reviewers for articles submitted for publication
5. Integrate research into professional presentations and/or teaching

- to show their expertise and scholarly productivity, especially during the job search preparation and interview process
6. Explore requirements and pressures of academia regarding obtaining a position, achieving tenure, and expectations concerning scholarly productivity, teaching and service to the community and the profession.

III. Course Content

This course will include the following topical (content) areas as listed in the course schedule in relation to scholarly writing and preparation for successful completion of one's qualifying paper and/ or dissertation proposal

IV. Teaching Methods

Initial course sessions will emphasize lecture/discussion formats regarding each of the course objectives. The remaining sessions will be comprised primarily of students' oral and written presentations followed by instructor and peer feedback. If and when feasible, students will have the opportunity to attend and discuss colloquia presented by faculty applicants to UH or practice colloquia by UH doctoral students applying for faculty positions elsewhere.

V. Textbooks

There will be no required textbook; however, students will be expected to draw upon the texts used in current and previous coursework to guide their presentations.

Recommended Supplemental Pocket Guides
Lyons & Doueck, *The Dissertation*, Oxford.
Thyer, B., *Preparing Research Articles*, Oxford.

VI Course Requirements and Assignments

In addition to the Dissertation Proposal Overview (#6 below) and the plan for your summer research internship (#5 below), each student is required to select at least 1 of the first 4 of the following assignments. Each assignment will count up to 30 points toward the course grade. (Submitting more than 3 assignments will earn up to 30 points of extra credit per assignment.) Students may suggest alternative/additional assignment ideas for instructor approval.

1. Provide a 20-30 minute in-class presentation of a classroom session (teaching/learning style selected by student presenter).
2. Provide a 20-minute in-class rehearsal presentation for a conference or a practice setting.
3. Provide a 30-minute job seeking colloquium presentation.

4. Prepare and submit for instructor and peer feedback a draft of a manuscript that you want to submit for publication. (Co-authorship is acceptable. If the co-authors are students in this course, all will receive the same grade on this assignment. Faculty co-authors are also accepted, provided that a student in this course is the lead author. Faculty co-authors are welcome to attend the feedback session, but they will not be graded. ☺ The instructor might have some ideas for you to collaborate on with him.)

5. Submit a plan for your summer research internship, guided by the form for the plan provided by the doctoral committee.

6. Dissertation Proposal Overview Draft: Submit for peer and instructor feedback a draft (approximately 10-20 double-spaced pages) of an overview of a proposal for a well-designed dissertation that will be of significant value to the social work knowledge base.

The overview draft should include the following sections:

- a. Abstract (approximately 50-100 words)
- b. Introduction (approximately 2-3 pages)
 1. Problem statement
 2. Aim of study
 3. Importance of study
- c. Brief summary of relevant theoretical and empirical literature (approximately 1-2 pages)
- d. Conceptual Framework (approximately 2-3 pages)
 1. Hypotheses and their rationale
 2. Variables and how operationally defined
 - a. Independent
 - b. Dependent
 - c. Any moderating or mediating variables and their rationale
- e. Design and Methodology (approximately 5-7 pages)
 1. Type of research design (Experiment, survey, qualitative, etc.)
 2. Sampling
 3. Measurement
 4. Data analysis plans
 5. Limitations and their justification

VII. Evaluation and Grading

Students will be expected to attend and participate actively in the discussion and feedback portions of every class session. Because of the experiential learning process emphasized in this course, substantive limitations in student presentations will not lower their grade unless they reflect – in the instructor's judgment – inadequate effort in preparing a reasonable, clear and understandable presentation. Each written and oral presentation assignment will be graded up to a maximum of 30 points and each assignment will receive less than 30 points only if and to the extent that it reflects insufficient preparation effort.

Grade Points will be as follows:

90 points: 30 points per each of 3 assignments selected by the student.

10 points: Class attendance and active participation in discussion and feedback portions of each class session.

Total: 100 points

Extra Credit: Up to 30 points for each extra assignment submitted beyond 3 assignments.

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100%	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete): The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Please click the link below for the full explanation of the Academic Honesty policy and procedure Policy: <http://www.uh.edu/provost/policies/honesty/documents-honesty/academic-honesty-policy.pdf>

Definitions:

"Academic dishonesty" means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

Plagiarism

a. Representing as one's own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

Cheating and Unauthorized Group Work

b. Openly cheating in an examination, as copying from another's paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor; d. Using and/or possessing "crib notes," as unauthorized use of notes or the like to aid in answering questions during an examination; e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information; f. Securing another to take a test in the student's place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation

g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error; h. Using another's laboratory results as one's own, whether with or without the permission of the owner; i. Falsifying results in laboratory experiments; j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible; k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials

l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students; m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty

n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident.

Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report.

The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and

would be consist of two faculty and three students chosen by the hearing officer.

X. Course Schedule

1/22: Course overview; Discussion of student areas of expertise and their ideas for the foci of their assignments

1/29-2/7: Individual appointments with instructor for consultation/guidance on preparing dissertation proposal overview assignment or plan for fist presentation.

2/13: First presentation.

2/20-2/27: Individual appointments with instructor for consultation/guidance on preparing dissertation proposal overview assignment or plan for 2nd presentation.

3/5: 2nd presentation

3/12: Spring Break.

3/20-3/27: Individual appointments with instructor for consultation/guidance on preparing dissertation proposal overview assignment or plan for 3rd presentation.

4/2: 3rd presentation

4/9-4/23: Individual appointments with instructor for consultation/guidance on completing assignments 5 an 6 (above).

4/30: Assignment presentations; unfinished business

XI. Bibliography

Please contact the instructor for additional references related to course content

XII. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XIII. Counseling and Psychological Services

Counseling and Psychological Services (CAPS) can help students who are

having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let's Talk” program, which is a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html.

XIV. Note From Instructor Concerning Changes to Syllabus and Schedule

The instructor reserves the right (and flexibility) to alter the course outline or schedule in order to better accommodate learning goals and time constraints. Student flexibility for any necessary agenda shifts is appreciated.