



Doctoral Program in Social Work and Social Science

SW 800: Proseminar in Social Work and Social Science
Fall 2014
Monday, 5 – 7 pm

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Course Description:

This seminar is an introduction to the Joint Doctoral Program in Social Work and Social Science. The focus of the course concerns the nature, place and practice of interdisciplinary scholarship that can emphasize learning and developing basic knowledge as an end in itself, and develop the means to use that knowledge to help solve problems that impinge on, or directly disrupt the quality of peoples' lives. A central assumption is that expertise in interdisciplinary scholarship is not automatic, but involves the acquisition of habits, skills and attitudes that enable people to contribute to professional and academic advances in their chosen field. This seminar focuses on the early stages of this development. It seeks to establish an orientation to the development of scholarship that will continue once the seminar is over and to engage students in an examination of the practices, styles and domains of scholarship in social work, social welfare, and social science so that they may begin to evolve an approach to scholarship suited to their own interests, inclinations and capabilities.

Course Design:

This course is designed as a seminar that emphasizes discussion and exchange of ideas and information. Each class will require reading from the assigned articles. Throughout this term we will examine topics pertinent to making explicit the requirements and practices of scholarship and meet with a number of faculty from the School of Social Work. These faculty will describe their own research, how it was conceived, executed and disseminated, so as to give students a direct sense of different styles of scholarship, as well as increased knowledge of domains of research with which they may wish to be associated in the future. Students will take an active role in framing our discussions. This year, we will focus on three aspects of social work scholarship: the science of social work and how social work integrates the social sciences; biographical influences on one's scholarship trajectory; and addressing and managing ethical issues on one's scholarship.

Readings:

All readings for the course will be available on the course CTools site: SW800 001 F14.

Responsible Conduct of Research:

This topic will be addressed specifically in two sessions led by Professor Jorge Delva and will be a focus throughout the course.

Course Assignments:

PEERRS Certification: Due September 29

Students are expected to complete 3 modules from the Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS): Foundations of Good Research Practices, Human Subjects-Social Behavior, and Authorship. To take these computer-based modules, go to <http://my.research.umich.edu/peerrs/>. Submit the Certification to Berit Ingersoll-Dayton (bid@umich.edu).

Two essays: Please upload your assignments to CTools by the due date (see below) for each assignment.

Essay One (Science of Social Work within a Historical Perspective): Due **October 20** (5-6 pages)
In this essay, the focus is on our readings and discussions of scholarship on the science of social work. For this assignment, identify two articles written on your area of interest and published in a social work/social welfare policy journal during the year you were born, and two articles on the same or a similar topic in current issues of this journal. *The following journals are recommended for this assignment: Social Work, Social Work Research (or Social Work Research and Abstracts); Social Service Review; Social Casework, Families in Society; Social Work and Sociology, Child Welfare, Children and Youth Services Review, and Journal of Gerontological Social Work.* Your essay should address the following questions: What do these four articles say about social work scholarship and its development over time? How do they reflect an interdisciplinary approach to scholarship? To what degree do they reflect the approaches to scholarship discussed in our readings on the science of social work? What are the tensions involved in this kind of scholarship? How might you approach these challenges and tensions in your own research and scholarship?

Essay Two (Understanding the Research of Social Work Faculty): Due **December 1** (5-6 pages)
For this paper you will identify and meet with two social work faculty members whose research is of interest to you. Read at least three publications by each faculty member. After reviewing their work, meet with each faculty member for about an hour to learn more about his or her scholarship and the work they are doing currently. In particular, discuss how they: a) see their research situated in the science of social work; b) how they draw from their life experiences as an influence in their scholarship; and c) address ethical issues that have arisen over the course of their research. In your paper discuss why you chose these faculty members, what you learned about their scholarship, and what you learned about the process of scholarship in

general from reading their work and talking with them.

Class Participation:

Each week we will engage in group discussion and will frequently have invited presentations from social work faculty, therefore attendance is essential. All students are expected to attend every class session and participate in discussions.

Grading:

The overall grade for the course will be based on the completion of PEERRS Certification (10%), two written assignments (40% for each assignment), and participation in general class discussions (10%).

An A grade is given for exceptional individual performance. Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work and D grades indicate deficient performance; neither is acceptable at the graduate level.

Accommodations for Students with Disabilities:

If you have a disability or condition that may interfere with your participation in this course, please schedule an appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept confidential. For more information and resources, please contact the Services for Students with Disabilities Office.

Religious Observances:

Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Course Schedule:

September 8: Navigating through the Joint Doctoral Program

Readings

Doctoral Guidelines Fall 2014

September 15: The Science of Social Work

Readings

Kirk, S. & Reid, W. (2002). Science and social work. New York: Columbia Press.

University Press.

Brekke, J.S. (2012). Shaping a science of social work. Research on Social Work Practice. 22(5),1-10.

Longhofer, J. & Floersch, J. (2012). Critical realism: Science and social work. Research on social work practice. 22(5).

Nurius, P., & Kemp, S., (2012). Social work, science, social impact: Crafting an integrative conversation, Research on social work practice. 22(5).

Fong, R. (2012). Framing education for a science of social work: missions, curriculum, and doctoral training. Research on social work practice, 22(5).

September 22: Scholarly trajectories, biographical reflections

Readings

Staller, K.M. (2013). Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive the academy. Qualitative Social Work, 12, 4:395-413.

Wilson, W.J. (2011). Reflections on a sociological career that integrates social science with social policy. Annual Review of Sociology, 37: 1-18.

Jung, C. (2010). Professor Zolberg goes to Africa. Social Research, 77, 399-404.

Woods, D. (2007). Working from can't see to can't see. In H.F. Vakalahi, SH. Starks, and C.O. Hendricks (Eds.), Women of color as social work educators: Strengths and survival (pp. 193-203). Alexandria, Va: Council on Social Work Education.

Wright, D. & Mayes, C. (2007). Archetype, culture, and gender: A Maori social worker reflects on her academic career. In H.F. Vakalahi, SH. Starks, and C.O. Hendricks (Eds.), Women of color as social work educators: Strengths and survival (pp. 193-203). Alexandria, Va: Council on Social Work Education.

September 29: Responsible Conduct of Research and Scholarship: Part 1 (Professor Jorge Delva)

NOTE: PEERRS Certification is due.

Readings

Responsible Conduct of Research and Scholarship Slides Topic 1-4

October 6: Responsible Conduct of Research and Scholarship: Part 2 (Professor Jorge Delva)

Readings

Responsible Conduct of Research and Scholarship Slides Topic 5-7

October 13: Fall Study Break

October 20: Advising/Mentoring Dinner

NOTE: First Writing Assignment is due.

Readings

Gearing, F. (2003). Conflicting principles in social work doctoral programs. The effect of unspoken power dynamics. Canadian Social Work Review, 20(2), 223-257.

How to Get the Mentoring You Want: A Guide for Graduate Students
<http://www.rackham.umich.edu/downloads/publications/mentoring.pdf>

Nesheim, B. et al (2006). If you want to know, ask: Assessing the needs and experiences of graduate students. New Directions for Student Services, 115, 5-7.

October 27: Discussion of Papers from First Assignment

Readings

Papers from your classmates

November 3: Professor Emily Nicklett

Readings

Nicklett, E. et al., (2013). Direct social support and long-term health among middle-aged and older adults with Type 2 Diabetes Mellitus. Journals of Gerontology, Series B: Psychological Sciences and Social Sciences, 68(6), 933-943, DOI: 10.1093/geronb/gbt100.

Nicklett, E. et al., (2012). Fruit and vegetable intake, physical activity, and mortality in older community-dwelling women. Journal of the American Geriatrics Society, 60:862-868.

Nicklett, E. and Liang, J. (2010). Diabetes-related support, regimen adherence, and health decline among older adults. Journals of Gerontology: Social Sciences, 65B(3), 390-399.

Nicklett, E and Taylor, R.J. (2014), Racial/ethnic predictors of falls among older adults: The health and retirement study. Journal of Aging and Health, DOI: 10.1177/0898264314541698.

November 10: Professor David Cordova

Readings

Cordova, D., (2014). Do parent-adolescent discrepancies in family functioning increase the risk of Hispanic Adolescent HIV risk behaviors? Family Process. DOI: 10.1111/famp.12067

Cordova, D., et al., (2014). Family functioning and parent support trajectories and substance use and misuse among minority urban adolescents: A latent class growth analysis. Substance Use and Misuse. Early Online 1-12. DOI: 10.3109/10826084.2014.935792

Cordova, D., et al., (2014). They don't look at what affects us: The role of ecodevelopmental factors on alcohol and drug use among Latinos with physical disabilities Ethnicity and Health, DOI: 10.1080/13557858.2014.890173

November 17: Buddy Dinner

November 24: Social Work Professor Joe Himle

Readings

Tolman, R., Himle, J., et al., (2009). Impact of social anxiety disorder on employment among women receiving welfare benefits. Psychiatric Services, 60(1), 61-66.

Himle, J., (2014). Employment barriers, skills, and aspirations among unemployed job seekers with and without social anxiety disorder. Psychiatric Services, 65(7), 924-930.

Himle, J. (2014) Grant Proposal

December 1: Developing a Portfolio of your Doctoral Work (Professor Mary Ruffolo)

NOTE: Second Writing Assignment is due.

Readings

Swigonski, M. et al., (2006). An agenda for the future: Student Portfolios in social work education. Social Work Education, 25(8), 812-823.

Fitch, D., et al., (2008). The use of ePortfolios in evaluating the curriculum and student learning. Journal of Social Work Education. 44(3), 37-54.

Cambridge, D., (2008). Layering networked and symphonic selves: A critical role for ePortfolios

in employability through integrative learning. Campus-Wide Information Systems, 25940, 244-262

Peet, M., (2011). Fostering integrative knowledge through ePortfolios. International Journal of ePortfolio, 1(1), 11-31.

December 10: Discussion of Papers from Second Assignment

Readings

Papers from your classmates