



SW800: Proseminar in Social Work and Social Science (Part 1) – Fall 2017

Meet:	Tuesdays from 2:00 p.m. to 4:00 p.m. in SSW 1794
Instructor:	William Elliott III, PhD
Office:	B640 SSW
Phone:	734-764-9340
Office Hours:	By appointment

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 few faculty from the School of Social Work. These faculty will describe their own research, how it was conceived, executed and disseminated, 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.

Responsible Conduct of Research and Scholarship

The responsible conduct of research and scholarship is a foundation of social work and social science research. This will be addressed in 2 sessions led by Professor Joseph Himle and will be highlighted during the course.

Readings and Course Materials

All readings will be available electronically via Canvas. A primary resource will be our 2017 Joint Program Guidelines, found here: <https://ssw.umich.edu/sites/default/files/documents/phd/fall-2017-guidelines.pdf>

Course Requirements

1. **Participation.**

Each week we will discuss topics and readings relevant to proposal/dissertation writing, and discuss ongoing progress. Therefore, attendance is mandatory. All students are expected to attend class sessions and participate in discussions.

2. **Timely submission of two (2) writing products.**

Students will submit via email their writing products on the Monday (no later than 11:59pm) prior to the Tuesday class session during which it is due.

3. **PEERRS Certification.**

Students will need to complete three modules of the University of Michigan *Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS)*. This will coincide with the Responsible Conduct of Research and Scholarship content that we will cover over the course of the semester.

Course Policies

Cell phones/pagers/laptops:

I expect that students will turn off (or mute) cell phones, and only respond to calls during the break or after class. Laptops are permitted during class but should not serve as a distraction.

Students with Disabilities:

If you have a disability or a condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This meeting and your information will be kept strictly confidential. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Scholarly Writing, APA Style:

Unless otherwise noted, all assignments are to be submitted as a Canvas. When appropriate, use appropriate referencing and bibliographic formats. You will be asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (6th edition) in this seminar. You are not required to purchase the manual; however, I do encourage you to access it and other writing resources online (e.g., <http://apastyle.apa.org/> and/or <http://grammar.ccc.commnet.edu/grammar/>).

Religious Observances:

Please notify me of religious observances, conflict with class attendance, or challenges with meeting due dates for assignments so that we can make appropriate arrangements.

Assignments

1. Essay One Review Paper:

Due: **November 6** (minimum 20 pages, double spaced)

Students will be provided with a template for a table (the template can also be found on Blackboard) to use to summarize at a “minimum” 15 peer reviewed research articles related to your problem of interest. When filled in, students will be able to use the table to help write the review of research for the final paper. In addition to the tables, students will be asked to write the following sections:

1. Define area of interest and why it is important – problem statement
2. Pick “a” relevant theory from the articles you have reviewed and describe it.
3. Discuss empirical findings in area of interest– what is known as a field.
4. Identify limitations of each of the studies cited.
5. Identify what methods are being used to study their area.
6. Identify key questions left unanswered in their area of interest
 - a. From these questions student identifies appropriate research question(s) to be investigated for class empirical paper given their data

Example of paper will be passed out in class. The final paper at a “minimum” must be 20 pages.

2. PEERRS Certification

Due: **October 30th**

Students are expected to complete 3 modules from the Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS): (1) Research Practice Foundations, (2) Human Subjects-Social & Behavior, and (3) Authorship. To take these computer-based modules, go to <http://my.research.umich.edu/peerrs/>. Submit the Certification to Willie Elliott (willelli@umich.edu).

Grading

The overall grade for the course will be based on the completion of PEERRS Certification (10 points), written assignments (80 points), and participation in general class discussions (10 points). 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.

Course Schedule and Readings

#	Date	Topic	Readings
1	9/4/18	Introduction & Course Overview	<ul style="list-style-type: none"> Joint Doctoral Program Guidelines https://ssw.umich.edu/sites/default/files/documents/phd/fall-2017-guidelines.pdf
2	9/11/18	Discuss Research Paper Assignment	<ul style="list-style-type: none"> In this week's class we will discuss the stages of writing your final paper: <ul style="list-style-type: none"> Defining your area of interest and why it is important Identify theories that are being used in your area of interest Identify what the main empirical findings are in the area Identify interventions and policies that are relevant in your field Identify what methods are being used to study your area Identify key questions left unanswered in your area of interest Develop or identify the theory(s) that will inform your research moving forward and (moving from theory to practice) develop a conceptual framework for investigating a key question(s) you have identified to research Describe implications for social work, practice, and policy Discuss how to write problem statement. Go over example area statements Provide template for collecting journal articles.
3	9/18/18	1 st Hour Writing Lab 2 nd Hour – Endnotes Lab held by Harold Tuckett	<ul style="list-style-type: none"> No Readings
4	9/25/18	1 st Hour - split between Ryan Bankston – PhD Resources Overview/ Critical Thinking in Social Work 2 nd Hour – Presentation by Dr. Elliott	<ul style="list-style-type: none"> Mathias, J. (2015). Thinking like a social worker: Examining the meaning of critical thinking in social work. <i>Journal of Social Work Education</i>. 51:3, 457-474. Nurius, P., & Kemp, S., (2012). Social work, science, social impact: Crafting an integrative conversation. <i>Research on Social Work Practice</i>, 22(5), 548-552.
5	10/2/18	1 st Hour - The Science of Social Work 2 nd Hour – Todd Huynh (speak about grant awards available)	<ul style="list-style-type: none"> Brekke, J.S. (2012). Shaping a science of social work. <i>Research on Social Work Practice</i>, 22(5), 1-10. Fong, R. (2012). Framing education for a science of social work: Missions, curriculum, and doctoral training. <i>Research on Social Work Practice</i>, 24(5), 607-615.
6	10/9/18	Responsible Conduct of Research & Scholarship: Part 1 & 2 (Professor Rogerio Pinto)	<ul style="list-style-type: none"> Responsible Conduct of Research and Scholarship Slides Topics 1-4 <i>(Readings to be provided by Rogerio Pinto)</i> <p style="text-align: center;">Rogerio will instruct for the full two hour class</p>
7	10/16/18	Fall Study Break	No Class

8	10/23/18	1 st Hour - Presentation by UM- SSW Professor Matthew Smith 2 nd Hour – Presentation by UM SSW Professor Terri Friedline	<ul style="list-style-type: none"> • Smith MJ, Ginger EJ*, Wright K*, Wright MA, Taylor JL, Boteler Humm L, Olsen D, Bell MB, & Fleming MF. (2014). Virtual Reality Job Interview Training in Adults with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i>, 44, 2450-2463. • Smith MJ, Fleming MF, Wright MA, Jordan N, Humm LB, Olsen D, & Bell MD. (2015). Job offers among adults with severe mental illness after virtual reality job interview training. <i>Psychiatric Services</i>, 66, 1173-1179. • Smith MJ, Smith JD, Fleming MF, Jordan N, Brown CH, Humm LB, Olsen D, & Bell MD. (2017). Mechanism of action for obtaining job offers after virtual reality job interview training. <i>Psychiatric Services</i>, 68 (7), 747-750. <p>-----</p> <p>NOTE: Dr. Friedline will talk about how she got a blog and how she uses it, about how she got connected with/why New America, her Mapping project, op-eds, and etc.</p>
9	10/30/18	Translating Research for Public and Policy Consumption Ford Policy School Instructor Beth Chimera and David Morse	<ul style="list-style-type: none"> • Provide an introduction to policy writing. <p>Beth will instruct for the full two hour class</p> <p style="text-align: right;">PEERS Certification DUE</p>
10	11/6/18	Earlier Career Publishing	<ul style="list-style-type: none"> • <i>To be determined</i> <p style="text-align: right;">First Draft of Paper Due</p>
11	11/13/18	1 st Hour – Mental and Physical Health as PhD Student 2 nd Hour - Presentation by UM- SSW Professor Addie Weaver	<ul style="list-style-type: none"> • <i>To be determined</i>
12	11/20/18	Presentation by UM- SSW Professor Cristina Bares	<ul style="list-style-type: none"> • Bares, C. B. & Andradwe, F. H. (2012). Racial/ethnic differences in the longitudinal progression of co-occurring negative affect and cigarette use: From adolescence to young adulthood. <i>Addictive Behaviors</i>, 37: 632-640. • Bares, C. B., Maes, H. H., & Kendler, K. S. (2017). Familial and special twin influences on cigarette use initiation. <i>Twin Research and Human Genetics</i>, 20(2): 137-146. <p>Cristina will instruct for the full two hour class (1st hour on research; 2nd hour on professional development)</p>
13	11/27/18	Presentation by UM- SSW Professor Linda Chatters	<ul style="list-style-type: none"> • <i>To be determined</i>
14	12/4/18	Course Wrap up	No readings
15	12/12/18	Exam Week	No Class/Final Draft of Paper Due