

# Professional Development Seminar

## Syllabus

Spring 2017

Thursdays, 4:00 – 5:30 pm

### **Instructor**

Cathryn C. Potter, MSW, Ph.D.  
Dean and Professor  
Rutgers School of Social Work  
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*Office hours: By appointment*

### **Course description**

This 1-credit seminar focuses on topics related to professional development for social work doctoral students who will be establishing careers in academic or research settings. The seminar covers 'how-to' knowledge and skills on topics including conference presentations, peer-reviewed publications, external funding, and the academic job search process. The course is facilitated by the Dean of the School of social Work, and individual sessions feature invited faculty and others with expertise in these areas. The purpose of the course is to introduce students to these topics early in their doctoral studies so that they can incorporate professional development activities into their plans for study and research.

### **Course objectives**

Upon completion of this course, it is expected that students will have:

1. Familiarity with the various types of academic, research, policy and other types of career opportunities available to individuals with a Ph.D. in social work;
2. Familiarity with important areas of performance for Ph.D. students, including presentations, publication, preparation for teaching, and preparing for dissertation work;
2. Understanding of the need for and ability to create a professional development plan for the remaining time as a doctoral student and for the initial years following receipt of their Ph.D. degree; and

3. Understanding of the academic, post-doc, research, policy job search processes.

### **Required texts**

While there are no required texts for this course, the following are recommended resources:

Calabrese, Raymond L. (2009). *The dissertation desk reference: The doctoral student's manual to writing the dissertation*. Lanham, MD: Rowman and Littlefield Education.

Bryant, Miles T. (2003). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press.

### **Course requirements**

#### *Assignments and grading*

This course will be graded on a Pass-Fail basis. **Attendance is required.** To receive a grade of Pass, students are expected to attend and participate in all class session and to complete an acceptable written assignment which shall be due at the beginning of the final class session.

This written assignment will consist of a professional development plan that includes the following components:

1. A statement of planned career trajectory. Where do you want to be in the next 5 years? 10 years?
2. An outline of how you plan to structure your time as a doctoral student in terms of conference presentations, publications, and gaining teaching experience in order to best prepare yourself for your career following completion of your Ph.D.

More information about this assignment will be discussed in class.

### **Class Schedule**

#### **Session 1 February 2, 2017**

**Introduction and Course Overview  
Using your time wisely in graduate school  
Developing a Professional Development Plan**

Cathryn C. Potter, MSW, Ph.D., Dean and Distinguished Professor,

**Session 2 February 9, 2017**

**Career paths: Faculty, Research, and Policy Positions**

Beth Angel, Associate Professor, Chair of the Faculty  
Ramesh Raghavan, Professor, Associate Dean for Research

**Session 3 February 16, 2017**

Presenting at Conferences  
Judy Postmus, Associate Professor  
Director, Center for Violence Against Women and Children

**Session 4 February 23, 2017**

Publishing Journal Articles  
Andy Peterson, Ph.D., Professor  
Director, Center for Prevention Science

**Session 5 March 2, 2017**

Preparing for Teaching  
Barbara Bender, Graduate School New Brunswick  
Antoinette Farmer, Associate Professor, Associate Dean for  
Academic Affairs

**Session 6 March 9, 2017**

Obtaining External Funding: Grants and Fellowships for Dissertation  
Research

Theresa DelCorso, Director, GRADFUND, Rutgers Graduate School, New  
Brunswick

**Session 7 March 23, 2017**

The Dissertation Process

Lia Nower, MSW, Ph.D. Professor,  
Director, Center for Gambling and Gaming Studies

**Session 8    March 30, 2017**

**Building a career in Social Work Academia**

**Cathryn Potter**

**Academic Integrity**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.