

Professional Development Seminar
Syllabus

Spring 2019
Tuesdays, 9:30 – 11:00 am
Social Work Annex Seminar Room

Instructor

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Course description

This 1-credit seminar focuses on topics related to professional development for social work PhD students who will be establishing careers in academic or research settings. The seminar covers knowledge and skills on topics including conference presentations, peer-reviewed publications, external funding, and the academic job search process. 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 PhD 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 important areas of portfolio development for PhD students in social work, including conference presentations, publication, preparation for teaching, and preparing for dissertation work;
2. Familiarity with the various types of academic, research, policy and other professional opportunities available to individuals with a PhD in social work;
2. Understanding the need for and ability to create a professional development plan while a doctoral student and for the initial years following receipt of their PhD degree; and
3. Understanding the academic, post-doc, research, policy job search processes.

Readings/texts

There are no required texts; readings recommended by guest speakers will be posted to Sakai.

The following are recommended as useful resources for professional development information:

Council on Social Work Education (CSWE): <https://www.cswe.org>

Society for Social Work and Research (SSWR): <https://secure.sswr.org>

Group for the Advancement of Doctoral Education (in social work) (GADE): <http://www.gadephd.org>

Network for Social Work Management (NSWM): <https://socialworkmanager.org>

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day*. NY: Henry Holt.

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

Bryant, M. (2004). *The portable dissertation advisor*. Thousand Oaks: Corwin Press.

Machi, L., & McEvoy, B. (2012). *The literature review: 6 steps to success*. Thousand Oaks, Sage.

Silvia, P. (2018). *How to write a lot*. NY: American Psychological Association.

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 (1) to attend and participate in all class sessions, (2) complete a **final written assignment** that will be due **April 9**.

The final written assignment will consist of a professional development plan that includes the following:

1. A statement of planned professional trajectory, including career aspirations
2. A description of areas of intellectual/research interest
3. Objectives/time line regarding: research experiences, conference presentations, publications, research funding, and teaching preparation and experience.
4. A CV formatted according to the Rutgers SW template.
5. A one-paragraph bio

More information about this assignment will be discussed in class.

Class Schedule

- Session 1 February 5**
Introduction and course overview
- Building a portfolio for positions in academia and research
- Session 2 February 12**
Obtaining External Funding: Grants and Fellowships for Dissertation Research
Guest from: GRADFUND, Rutgers Graduate School, New Brunswick
<http://gradfund.rutgers.edu/>
- Session 3 February 19**
Conference presentations
Guest: Patricia Findley, Associate Professor, MSW Director
- Session 4 February 26**
Publishing Journal Articles
Guest: Andy Peterson, Professor, Director, Center for Prevention Science
- Session 5 March 5**
Preparation for teaching
Guest: Ben Arenger, PhD, Project Manager
Rutgers Teaching Assistance Project (TAP), School of Graduate Studies
<http://tapproject.rutgers.edu/certificate-programs.php>
- Session 6 March 12**
The Dissertation Process
Lia Nower, Professor, Director, Center for Gambling Studies
- SPRING BREAK**
- Session 7 March 26**
University organizational structure and leadership
Guest: Christine Goldthwaite, Rutgers Center for Organizational Leadership
Pre-Doctoral Leadership Development Program (PDLI)
<https://ol.rutgers.edu/plda/>
- (NO CLASS APRIL 2)**
- Session 8 April 9**
Career paths: Faculty, Research, and Policy Positions and the academic job search process
Guests: Graduates who hold positions as researchers, faculty, and post-docs

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.