RUTGERS
School of Social Work

Advanced Dissertation Seminar
16:910:706:01 (1 credit)
Tuesdays 9:30-11:00
120 Albany Room 216

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Course Description: This course is designed to meet the needs of doctoral students who have defended their proposals and begun work on their dissertation research and writing. Topics related to dissertation research, writing the dissertation, and defense of the dissertation will be foci. Professional development and career planning will be an additional focus. Accountability to one another will be critical as we work to create a space where intellectual discussion of each participant's process will be a hallmark of the course. Readings are kept to a minimum to allow for discussion, but completing readings is critical to allow fruitful class discussions. Further, consistent attendance is optimal as participants support one another through this phase of scholarship and are introduced to topics/ speakers regarding aspects of professional development that are relevant at this stage of the scholar's life.

The course is conducted in close collaboration with dissertation chairs and committee members.

Students are expected to work closely with their Chairs throughout the semester. Although students will receive feedback on their dissertation proposal from the instructor and fellow peers, this feedback should not supersede the feedback you are given by your Chair and other committee members. **Goal Reporting Sheets are to be submitted before each class**.

Course Objectives:

1- Develop a scholarly community where participants freely give scholarly critique on aspects of one another's work and support one another's progress toward scholarly goals.

2- Consider the dilemmas of the research process from gaining access to data, through IRB issues, through maintaining a writing discipline, through building a career.
3- Learn from recent graduates about career-building skills and considerations to promote competence and confidence in pursuing academic, research or other careers after the PhD is completed.

Required Text:

Furstenburg, F. (2013). *Behind the academic curtain: How to find success and happiness after the PhD.* University of Chicago Press.

Meetings: Sept 17; Oct. 1, 15, 29; Nov. 12, 26; Dec. 10, 17 at 9:30-11:00

Sept. 17th- Introductions and Organization:

Discussion of current process/ barriers / feedback from prior years for class

Completed form re: interests/ plans to Judie before this class

Stracke, E., & Kumar, V. (2014). Realising graduate attributes in the research degree: the role of peer support groups. *Teaching in Higher Education, 19*(6), 616–629. https://doi.org/10.1080/13562517.2014.901955

October 1- Nuts and Bolts of Dissertation Process/ Defense
(Allison Zippay Visit)

Castello, M., Pardo, M., Sala-Bubare, A., & Sune-Soler, N. (2017). Why do students consider dropping out of doctoral degrees? Institutional and personal factors.(Article)(Report). *Higher Education, 74*(6), 1053–1068. https://doi.org/10.1007/s10734-016-0106-9

Oct. 15- The SW Science and Grad Fund- dependent on Grad Fund availability

Considering the role of SW science

(*this moves to following week if grad fund this week)

Guerrero, E., Moore, H., Pitt-Catsouphes, M., & Cnaan, R. (2018). A scientific framework for social work doctoral education in the 21st Century. *Research on Social Work Practice, 28*(3), 243–253. https://doi.org/10.1177/1049731517709077

Oct. 29- The Discipline of Writing and Grad Fund

Grants for Dissertation Writing

Hasche, L. K., Perron, B. E., & Proctor, E. K. (2009). Making time for dissertation grants: Strategies for social work students and educators. *Research on Social Work Practice, 19*(3), 340-350.

November 12- Writing for Publication

Bender, K., & Windsor, L. (2010). The Four Ps of publishing: Demystifying publishing in peer-reviewed journals for social work doctoral students. *Journal of Teaching in Social Work, 30*(2), 147–158. https://doi.org/10.1080/08841231003697999

Nov. 26- Discussion of Conference Presentations (deadlines)

Cnaan, R., Ghose, T., & Cnaan, R. (2018). Doctoral social work education: Responding to trends in society and the academy. *Research on Social Work Practice*, *28*(3), 224–233. https://doi.org/10.1177/1049731517718938

December 10- Proposal Presentations (others responsible for feedback)

Writing the Lit review for the Dissertation

Lyons, P., & Doueck, H. J. (2009). The dissertation: From beginning to end. Chapter 3, The literature review, theory, problem statement, and hypotheses. New York: Oxford University Press Available electronically at http://libguides.rutgers.edu/swphd.

Dec. 17- Proposal Presentations (others responsible for feedback)

Benchmarks and Accountability through the break

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 APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

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 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.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***"Plagiarism***: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

<u>Disability Accommodation</u>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are taking your courses, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form. Please make sure you indicate the campus where you are taking your courses on this form.

(Revised Sept. 2019)

Goal Reporting Sheet   **Name:**

                                            Date:

Long Term Goals (name of):   **Next Step needed:Deadline:**

1

2

3

Weekly Goals (name of):   **Accomplished:**   **Deadline/ Next step:**

1

2

3

4

Barriers encountered: **Problem-solving effort:**