

New Course Request

AUG 12 2008
Indiana University

IUPUI Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit 88

1. School/Division School of Social Work 2. Academic Subject Code SWK
3. Course Number 5791 (must be cleared with University Enrollment Services) 4. Instructor Adamek
5. Course Title Integrative Seminar I

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at 1.5 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes No

9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication: This course acquaints incoming doctoral students with campus resources for graduate students and with the expectations for doctoral education, including the policies, procedures, and academic standards of the Graduate School and of the School of Social Work.

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _____ to _____

13. Estimated enrollment: 3-7 of which 100% percent are expected to be graduate students.

14. Frequency of scheduling: every fall Will this course be required for majors? Yes

15. Justification for new course: This course prepares new PhD students for a successful doctoral experience at IU.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Margaret E. Adamek Date 5/6/08
Department/Chairman/Division Director

Date _____
Dean of Graduate School (when required)

APPROVED
JACKIE O'NEILL JUN 06 19 08
IUPUI Curriculum Committee

Approved by: Michael A. Pate Date 5/7/08
Dean

Sherry Quener Date 8/7/08
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

INTEGRATIVE SEMINAR
(1.5 credits)

Facilitator:	Margaret Adamek	Class:	alternate Tuesdays, 10:30-12
Office:	ES 4138-H	Room:	ES 4138D
Office Hrs:	Mon 12-2 or by appt	E-Mail:	madamek@iupui.edu
Phone #:	274-6730	Fax #:	274-8630

Course Description:

This course acquaints incoming doctoral students with the expectations for doctoral education including the policies, procedures, and academic standards of the Graduate School and of the IUSSW. Students will be introduced to the variety of resources available to graduate students at Indiana University and will have an opportunity to learn from continuing students and faculty about their doctoral experiences and research interests.

Course Objectives:

Upon completion of the course, students will be able to:

1. Understand the demands and standards of doctoral education
2. Be familiar with resources for graduate students at Indiana University
3. Develop a plan for coursework and a timeline for completion of the degree
4. Learn about faculty research interests and ongoing projects
5. Anticipate barriers to degree completion and develop strategies for overcoming barriers
6. Articulate the value of mentoring
7. Comprehend the structure and content areas included in social work dissertations
8. Access sources for funding doctoral education and dissertations

Course Format:

This course will be taught in a discussion/seminar format. Guest speakers will include staff from the IUPUI Graduate Office, continuing PhD students, and faculty. Campus representatives will also share about resources available to graduate students at Indiana University.

Course Policies:

Class members are expected to actively participate in all class sessions and engage in discussion of various topics throughout the seminar.

1. **APA:** All material must be in APA format, typed, double-spaced, paginated. References must be carefully documented. Students may consult the APA website at:
<http://www.apastyle.org/>
2. **EXTENSIONS:** Extensions beyond the due date of assignments must be approved by the instructor *in advance* of the due date. Otherwise, points may be deducted for late materials.
3. **RESPECT:** Students are expected to respect the opinions and feelings of other students, instructor, and guest speakers, although they differ from their own.
1. **COURSE EVALUATION:** An evaluation of the course and its instructor will be completed at the midpoint and at the end of the course, consistent with the School's academic policy.
5. **PLAGIARISM:** Offering the work of someone else as one's own is a serious violation of academic and professional ethics. In cases of academic dishonesty, university guidelines will be followed. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a work in your list of references is insufficient. Rather, you must specifically acknowledge a source each time you use that source, paragraph by paragraph, even sentence by sentence, as necessary.

Required Texts:

Indiana University School of Social Work, PhD Student Handbook, 2007-2008

Recommended:

Indiana University Graduate School's 2007-2008 Bulletin
<http://www.indiana.edu/~bulletin/iu/grad/2007-2008/>

Class Schedule:

August 28 STARTING OUT ON THE RIGHT TRACK

Guest: Carolyn Gentle-Genitty, ABD
“Getting Connected to Campus and Community Resources”

Student goals for the course
Course format and expectations
Campus and community resources for PhD students

Class Exercise: Timeline to completion

Readings: Orme, J. (2003). Why does social work need doctors? *Social Work Education*, 22, 541-555.

Reflection Questions:

1. What campus resources seem most relevant to my needs and why? What is my plan for accessing available resources?
2. What is my reaction to mapping out a timeline to degree completion?

Sept 11 GRADUATE SCHOOL POLICIES & PROCEDURES

Guest: Debra Sullivan

Graduate School forms and policies
Elements of a successful doctoral student experience

Readings: “Current Students” section of the Graduate Office website
<http://www.iupui.edu/~gradoff/students/>

Hadjioannou, X., et al. (2007). The road to a doctoral degree: Co-travelers through a perilous passage. *College Student Journal*, 41, 160-177.

Class exercise: Transfer credits

Reflection Questions:

1. What new information about the Graduate School policies and procedures did I find most helpful?
2. What is my reaction to fulfilling all of the requirements of the Graduate School?

Sept 25 BEGINNING WITH THE END IN MIND

Guest: Dr. Carmen Luca

Dissertation Proposal Outline
Elements of a successful dissertation
Structure of completed dissertations

Class exercise:

Review of completed dissertations

Readings:

Field, C. "Basic 'How to' advice on writing a dissertation"
Crose, R. (1987). The emotional aspects of the dissertation process. *The Gerontological Society of America Annual Meeting*. Dallas, TX.

Reflection Questions:

1. Having reviewed completed dissertations, how do I feel about producing one myself eventually?
2. What did I learn about completed dissertations (e.g., format, structure, length, content) that I did not realize previously?

Oct. 9 THE IMPORTANCE AND VALUE OF MENTORING

Guest: Dr. Stephanie Boys

Elements of a successful doctoral experience
Lessons learned
Qualities of a good mentor
Responsibilities of mentors and mentees

Readings: Appleby, D. (1999). Choosing a mentor. *Eye on Psi Chi*, 3, 38-39.
Council of Graduate Schools. (1991). Mentoring: The faculty-graduate student relationship. *Communicator*, 24, 1-3.
University Graduate School Policy on Mentoring, IUPUI
Waugh, J. (2002). *AGHE faculty mentoring guide*. Richmond, VA: Virginia Commonwealth University.

Class Exercise: *Qualities of successful mentoring*

Reflection Questions:

1. What insights did I gain about the importance and value of mentoring?
2. What steps can I take to identify a mentor?
3. What qualities of a mentor would fit best with my needs and learning style?

Oct. 23 SUPPORT for DOCTORAL EDUCATION

Guest: GradGrants Center staff member

Doctoral fellowship opportunities in Social Work
Funding sources and databases
Award winning strategies
Non-financial supports

Readings: *IASWR Compendium of Doctoral Funding*
 Nettles, M. & Millett, C. (2006). The bumpy path to the PhD.
 The Chronicle of Higher Education, 52, 31.

Reflection Questions:

1. What type of support will I need to help me be successful as a doctoral student?
2. What steps can I take to create a plan of support (financial or otherwise) when I reach the dissertation stage?

Nov. 6th SELECTING AN EXTERNAL MINOR

Options for an external minor
Writing and submitting an external minor proposal

Class exercise: Brainstorming on barriers and strategies

Reflection Questions:

1. Which disciplines am I considering for my external minor and why?
2. What steps can I take to select an external minor?

Dec. 4 PUTTING IT ALL TOGETHER

Highlights of barriers and strategies
Revisiting timelines constructed on the first day of class
Maintaining momentum
Self-care and balancing priorities

Class exercise: Sharing about barriers and strategies

Assignments:

Due Dates

1. Reflection Responses

Sep 11- Nov 6

Students will choose a Reflection Question to respond to based on content covered in each class session. Each reflection response is worth up to 10 points for a maximum of 50 points. Students are encouraged to share their responses by posting them on ONCOURSE to "ENTIRE CLASS."

Openness and honesty in the Reflection Responses will be valued over eloquence.

2. Faculty Interview

Oct. 9

Each student will identify one faculty member to interview about their doctoral experiences. Specific interview questions will be discussed in class. Interview topics may include: barriers to success, strategies for overcoming barriers, the use of a mentor, advice for new doctoral students, mistakes to avoid, resources that proved invaluable, balancing responsibilities and opportunities. A narrative summary of the interview should be written in 3-5 pages. Students will share key insights with the class.

3. Barriers and Strategies Paper

Dec. 4

Based on class discussions of barriers to successful doctoral education, each student will select one barrier that is of particular interest or a relevant challenge for them and write a brief (3-5 page) essay on the nature of that barrier and strategies for overcoming it. Class members will share their insights in the last seminar session.

Summary of Points:

	<u>Points</u>
Reflection Responses (5 @ 10pts ea)	50
Faculty Interview	20
Barriers & Strategies paper	<u>30</u>
	100

Final Course Grades:

97-100	A+	87-89	B+	77-79	C+
93-96	A	83-86	B	73-76	C
90-92	A-	80-82	B-	70-72	C-

Students with Special Needs:

Any special needs related to a student's ability to complete the course successfully should be discussed with the instructor within the first three weeks of classes.

Writing Assistance:

Free assistance with writing is available to all students through the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up some available written handouts. If you really get in a pinch, contact the UWC Hotline at 274-3000 or by e-mail: writectr@iupui.edu

Resource List:

- Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. Owl Books.
- Davis, G.B., & Parker, C.A. (1997). *Writing the doctoral dissertation: A systematic approach*. Barrons Educational Series.
- Derricourt, R. (1996). *An author's guide to scholarly publishing*. Princeton, NJ: Princeton University Press.
- Edyburn, D.L. (1998). *The electronic scholar: Enhancing research productivity with technology*. Englewood Cliffs, NJ: Prentice Hall.
- Heppner, P. P. & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, & research: A guide for students in the helping professions*. Belmont, CA: Thompson.
- Jarmon, B., Green, A., & Scott, L. (2003). *Journey to the PhD: How the navigate the process as an African American*. Sterling, VA: Stylus Publishing.
- Locke, L.F., Spirduso, W.W., & Silverman, J. (1999). *Proposals that work: A guide for planning dissertations and grant proposals*. Thousand Oaks: Sage.
- Madsen, D. (1991). *Successful dissertations and theses: A guide to graduate student research from proposal to completion*. San Francisco: Jossey-Bass.
- Meloy, J.M. (1994). *Writing the qualitative dissertation: Understanding by doing*. NY: Lawrence Erlbaum Associates.
- NASW. (1997). *An author's guide to social work journals*. Washington, DC: NASW Press.
- Nettles, M.T. & Millett, C.M. (2006). *Three magic letters: Getting to the PhD*. NY: Johns Hopkins Press.

- Rosenwasser, D.R, & Stephen, J. (2000). *Writing analytically* (2nd ed). Ft. Worth: Harcourt.
- Rudestam, K. E. & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process*, 2nd ed. Thousand Oaks, CA: Sage.
- Sternberg, D. (1981). *How to complete and survive a doctoral dissertation*. St. Martin's Press.
- Vasquez, M. (2006). *The Latina/o pathway to the PhD: Abriendo caminos*. Sterling, VA: Stylus.
- Zerubavel, E. (1999). *The clockwork muse: A practical guide to writing theses, dissertations, and books*. Boston, MA: Harvard University Press.

Websites for PhD Student Support:

Indiana University Graduate School 2007-2008 Bulletin:
<http://www.indiana.edu/~bulletin/iu/grad/2007-2008/>