

**The University of Tennessee  
College of Social Work  
Ph.D. Program  
Spring 2018**

**SWK 680: Professional Development for Social Work Scholars (1 credit)**

<b>Instructor:</b>	Sherry Cummings, Ph.D.	<b>Time:</b>	Thur 11:10am-12:25pm and via Zoom
<b>Office:</b>	304 Henson Hall – when in Knoxville	<b>Location:</b>	115 Henson Hall + Zoom
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**Ph.D. Program Mission**

The purpose of social work education at the doctoral level is to develop an understanding and appreciation of the scientific method so that graduates can improve and extend the knowledge base of social work practice, and inform social policy, through empirical research. Graduates of doctoral programs assume leadership roles in social work education, research, and practice.

The Ph.D. program in social work provides training in social and behavioral science research methods and the opportunity for students to apply these methods to social problems and social work practice areas. Doctoral research is directed toward developing knowledge that can be used by social work educators, practitioners, administrators, and policy makers. Graduates of the Ph.D. program are prepared to contribute to the improvement of the design and implementation of social services and to develop and disseminate social work knowledge through research and teaching.

**Ph.D. Program Competencies**

Upon completion of the UT CSW Ph.D. program, students will be able to:

1. Demonstrate expert knowledge in a focused substantive area relevant to social work.
2. Conduct independent and original scientific research that advances knowledge in a substantive area.
3. Communicate scientific findings in an effective way to a range of audiences (from lay persons to other scientists).
4. Secure funding for a substantive research agenda.
5. Teach students the knowledge, skills, and values they need to be proficient social workers in a substantive area.

**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work Ph.D. Student Handbook ([www.csw.utk.edu](http://www.csw.utk.edu)).

**The Honor Statement**

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

**University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus (<http://civility.utk.edu/>)

**Disability Services**

If you need course adaptation or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall at 974-6087. This will ensure that you are properly registered for services.

**Dimensions of Diversity**

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines "the dimensions of diversity as the intersectionality of multiple factors, including" age, class, color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex, and sexual orientation. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Course Description**

Preparing for a tenure-track faculty job, including job searches and the interviewing process, networking for professional development, and skills for transitioning to a successful academic career.

**Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Articulate their professional short- and long-term goals
2. Identify effective time management skills in order to balance the demands of research/scholarship, teaching, and service.
3. Understand the process for conducting an effective job search, including locating position announcements and evaluating their suitability for positions
4. Identify effective strategies for each stage of the job interview process (e.g., applying for positions, phone or interactive interviews, conference interviews, campus visits, and accepting or declining a job offer)
5. Write a professional letter of application for a tenure-track faculty job
6. Describe and demonstrate strategies for building and sustaining a professional network of faculty and peers.
7. Give a "job talk" presentation
8. Describe ethical standards in carrying out and disseminating research

9. Discuss ethical issues related to authorship and collaboration in research and scholarship

### **Required Readings**

Cahn, S.M. (2008). *From student to scholar: A candid guide to becoming a professor*. New York: Columbia University Press.

Readings should be done prior to the class session where they are listed on the syllabus so they can be discussed in class on that date. Additional readings and course materials will be posted to the course's Canvas site for you to download and read. More information about readings will be discussed in class.

### **Canvas and Announcements**

This course uses Canvas for announcements, readings and grade recording. Any changes to the course (e.g., course schedule, due dates, etc.) will be announced at the Canvas site and emailed to students. Students are responsible for checking Canvas and their email regularly.

### **Class Attendance and Participation**

This seminar will be conducted via two formats – F2F and Zoom. Students are expected to attend all class meetings, whether they be F2F or via Zoom. If you haven't already, you should download zoom and make sure you have access to both audio and video. If you must miss a class for a legitimate reason (i.e., illness, family or personal emergency, religious holiday), you should contact Dr. Cummings as soon as possible to discuss your absence and any required make-up assignments.

Students are expected to be prepared for all class meetings and to read all assigned materials prior to class. Respectful and lively class discussion is expected and encouraged. Active participation and enthusiastic discussion are critical for this class to be successful and to maximize learning opportunities. All cell phones should be off and stored during class and no text messaging is allowed. During F2F sessions laptops are permitted as long as they are used appropriately and for class activities only.

### **Assignments**

The course grade will be based on the following (percentages indicate weight for final course grade):

- 1. Research Timeline and Agenda (30%; due February 1)**

Each student will draft a timeline and planned agenda for their research activities in the next few years. Describe your dissertation (both the overall topic and the specific research studies for papers #2 and #3. Then describe a handful of possible studies or research projects that could build on your dissertation. For example, are there important research questions that you cannot answer with their dissertation? Or, based on your dissertation hypotheses, what study(ies) might be next steps to elaborate on your expected findings? You should include a timeline that shows how you will achieve your research goals by month and year (for your dissertation research) and by semester (fall, spring, summer) for post-dissertation research.

The purpose of this assignment is for you to demonstrate that you can conceptualize a coherent body of integrated research where each paper or project builds on your previous work and advances knowledge in your substantive area. Obviously, this is not a binding contract of your future research activities but rather your thoughtful plan for how you hope your research will move forward across the next few years.

There is no suggested length for this assignment; instead your agenda should briefly

describe current and planned research projects, list planned articles (including co-authors), and discuss plans to acquire funding for your research as appropriate. Your research agenda can be a combination of narrative text, bulleted lists, and tables or figures at your discretion. It should be emailed to Dr. Cummings prior to the start of class on February 1. Late assignments will be penalized ten points per calendar day. This assignment evaluates course competencies #1-2, 8-9.

**2. Job Application Cover Letter (35%; due March 1)**

Students will select a job advertisement of interests and write a cover letter as if applying for that job. Recommended content for the letter and examples will be discussed in our seminar. The cover letter should be emailed to Dr. Cummings prior to the start of class on March 1. This assignment evaluates course competencies #3-5.

**3. "Job Talk" PowerPoint Slides (35%; due April 5)**

Each student will prepare a PowerPoint presentation as if they were applying for a tenure-track faculty job with a college or school. The presentation should include a brief personal introduction, description of a current or completed research project, brief overview of your planned research agenda, and a brief discussion of your teaching philosophy and experience. It is understood that this is a draft and you may not have content for all sections of the presentation. Where do you think there are gaps in your presentation, you should be honest and state how you will fill these gaps (e.g., gain more teaching experience, submit more abstracts to present at conferences.) You should develop a presentation that would be approximately 40 minutes in length. The PowerPoint slides should be emailed to Dr. Cummings prior to the start of class on April 5. This assignment evaluates course competencies #1-2, 7.

**The grading scale for SW 680 is:**

A	90-100	C+	76-79
B+	86-89	C	70-75
B-	80-85	F	69 and below

**COURSE OUTLINE**

- Week #1**      **January 18 (F2F)** – Intro and overview
- Week #2** -    **January 25 (Zoom)**- Dissertation & Research Agenda  
                   Read - Cahn, chapters 1-2
- Week #3**      **February 1 (Zoom)** – Networking  
                   Read Cahn, chapter 3

**Research Timeline and Agenda (35%; due February 1)**

- Week #4**      **February 8 (F2F)** - The academic job market

**Week #5**      **February 15 (Zoom)-** Searching for Faculty Jobs

Read Cahn, chapters 4-6

**Week #6**      **February 22 (F2F)** - Applying for Faculty Jobs

**Week #7**      **March 1 (Zoom)** - Applying for Faculty Jobs

**Job Application Cover Letter (35%; due March 1)**

**Week #8**      **March 8 (F2F)** - Conference Interviews

**Week #9**      **March 15**      **SPRING BREAK NO CLASS**

**Week #10**     **March 22 (ZOOM)** - Preparation for Campus Visits

**Week #11**     **March 29 (F2F)** - Campus Visits

**Week #12**     **April 5 (Zoom)** - Discussion with Search Committee

**“Job Talk” PowerPoint Slides (30%; due April 5)**

**Week #13**     **April 12 (F2F)** - Negotiating a Job Offer

**Week #14**     **April 19 (ZOOM)** - Discussion with Dean

**WEEK #15**     **April 26 (F2F)** - Discussion and Semester Wrap-up