SCHOOL OF SOCIAL WORK

DOCTORAL STUDENT SURVIVAL GUIDE

“To advance knowledge and apply that knowledge for the fulfillment of human potential through the prevention and amelioration of human problems…”

A Product of the Doctoral Student Organization
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Welcome to the Ph.D. Program

The Doctoral Student Organization (DSO) is pleased to welcome you to the Ph.D. Program at the University of Pittsburgh’s School of Social Work! If you are reading this guidebook, then you have accepted the offer from the School of Social Work to dedicate the next few years of your life to developing a research agenda around an area important to both the profession of social work and the broader society. We applaud you for your commitment and welcome you as you join us in the experiences of academia!

Whatever your experiences and research interests, it is always essential to have help and support for the journey. That is the purpose of this survival guide – to lend information, support, and advice to students as they pursue their doctoral degree. From helpful tips and facts about the Pittsburgh region to “how to” sections for the publication process, conference attendance, or job searching, this student-led project provides an informal and informative perspective for the newcomer to doctoral education. We expect that this guidebook will be an important reference during your tenure as a Ph.D. student, along with the official Ph.D. Student Handbook that is published on the School of Social Work’s website at http://www.socialwork.pitt.edu/downloads/PHD%20HANDBOOK.pdf.

As you become familiar with doctoral education and you gain experience within the Ph.D. program, we trust that you will carry on the tradition of integrating new Ph.D. students into the School of Social Work and will help them to become acclimated to doctoral life. We hope that you will carry on the legacy of DSO by creating a community of scholars amongst students to encourage and support one another both personally and professionally. Furthermore, we hope that you will take the time to revise and edit this guidebook as necessary so that the information remains relevant for future Ph.D. students. Not only will your support assist future Ph.D. students in their transition into the School of Social Work, but also hopefully it will become a pleasant reminder of your own transition into the program and the people who have supported you along the way.

Sincerely,

The Doctoral Student Organization
Academic Calendar: 2011-2012

**Fall Term 2011**

- August 29, 2011 – Semester Begins, Fall Term Registration Ends
- September 5, 2011 – Labor Day, No Classes, University Closed
- September 9, 2011 – Fall Term Add/Drop Period Ends
- October 10, 2011 – Fall Break, No Classes, University Open
- October 11, 2011 – Follow Monday Class Schedule. (Tuesday Classes Do Not Meet This Week)
- October 31, 2011 – Spring Term Registration and Add/Drop Begin
- November 23-27, 2011 – Thanksgiving Recess for Students, No Classes
- November 24-25, 2011 – Thanksgiving Recess for Faculty & Staff, University Closed
- December 9, 2011 – Spring Term Registration without Penalty Fee Ends
- December 12-17, 2011 – Final Exam Period
- December 17, 2011 – Semester Ends, Last Day of Classes
- December 20, 2011 – Grades Due
- January 3, 2012 – All University Offices & Buildings Reopen

**Spring Term 2012**

- January 4, 2012 – Semester Begins
- January 16, 2012 – Martin Luther King Day, No Classes, University Closed
- March 4-11, 2012 – Spring Recess for Students, No Classes
- March 9, 2012 – Spring Holiday Observance
- April 23-28, 2011 – Final Exam Period
- April 28, 2012 – Semester Ends
- April 29, 2012 – Commencement
- May 2, 2012 – Grades Due

**Summer Term 2012**

- May 7, 2012 – Semester Begins
- May 28, 2012 – Memorial Day, No Classes
- July 4, 2012 – July 4th Holiday, No Classes
- August 11, 2012 – Semester Ends
Doctoral Program History

Now in its 63rd year of existence, the PhD program at the University of Pittsburgh School of Social Work has ripened from its early days as a pioneer in the field to its current status as a flagship preparatory ground for faculty members at top research universities. Pitt counts many of the field’s stars among its alumni and is known for providing other schools with their deans, going all the way back to one of the school’s first two doctoral graduates, Ruth Smalley, who was recognized as an NASW Social Work Pioneer by the National Association of Social Workers Foundation and served as the longtime dean at the University of Pennsylvania School of Social Policy & Practice. From that illustrious beginning, the school is continuing its legacy through an innovative approach that advances the scholarship of social work while keeping the profession close to its roots in the field.

Gary Koeske, a professor who led a committee that set goals of excellence for the doctoral program, credits Dean Larry E. Davis with bringing a mission to the School of Social Work: to grow the PhD in both prominence and prestige. It has been Davis who has placed an even higher priority on research, hiring faculty with expertise in grant writing and the ability to obtain external funding. Such faculty members then are able to mentor Ph.D. students and guide them toward tenure-track positions.

The University has placed a high priority on doctoral education in social work as well, committing to provide enough money to fully fund doctoral candidates with tuition and a stipend for four years, a bold and highly unusual move.

Dr. Valire Carr Copeland, the current Ph.D. Program Director, believes that dual-degree programs, such as the joint PhD/Master of Public Health, will continue to serve as a powerful draw for potential students. “In the last 15 to 20 years, it’s become clear that very few disciplines are solo players. The social sciences are interdisciplinary,” she says. “We’re working in a profession that’s concerned with human behavior. There is more than one factor that contributes to how people behave. Social workers must be cognizant of these factors.”

Traditionally, the school has provided leadership by example in the opportunities it provided for women and minorities, particularly under the direction of Barbara Shore, a longtime faculty member and founder of the Group for the Advancement of Doctoral Education, the only national organization for doctoral programs in social work.

For a field that prides itself on providing the most direct link to the grass roots of social service, doctoral education for social work has taken time to come into its own, even in a school as established as the University of Pittsburgh. As recently as the 1960s and ‘70s, faculty members at top research universities everywhere—Pitt among them—resisted the idea out of fear that doctoral programs would carry social work too far into academia and away from the front lines.

That was the mindset that greeted Joseph Eaton when he joined the school’s faculty in the summer of 1960. At the time, Pitt, like its peer schools around the country, was focused on casework.

He set to work teaching statistics, precise methodology, sampling, interview techniques, questionnaire construction, and other research tools. He encountered much resistance at first, noting that some of the concepts were revolutionary to the field; in fact, the ideas of a research-centric major had been defeated once or twice by the Council on Social Work Education.

Eventually, the governing body agreed to allow schools of social work to offer a research major on a trial basis. Eaton still recalls the first Pitt student to try it: a young woman in the early 1960s whose fieldwork included one placement in research and another in casework.

Despite those awkward early years, Eaton praises the school’s efforts to refocus itself in a scholarly direction. He also notes that the development of social work as a field has endured a parallel set of growing pains that influenced Pitt’s progress.
Today, dissertations at Pitt’s School of Social Work “rival those done in psychology and elsewhere in terms of their statistical procedure,” says Koeske.

Esther Sales, who retired in 2006 after 36 years on the school’s faculty, chaired the committees of nearly 70 doctoral students.

“If we didn’t have a doctoral program that trains people to ask questions about practice or the kinds of client populations that we serve, then we really would be guided more by practice wisdom—which has a lot of wisdom, of course, but may not have the best information so we can get to serve people in need,” she says.”

Source: Diamond Anniversary: School Prepares the Field’s Leaders for 60 Years, Looks to the Future, Bridges, Fall 2008, p. 4-8
Getting to Know Pittsburgh

Welcome to Pittsburgh – a vibrant city filled with exciting opportunities for everyone! Pittsburgh has recently been voted the most livable city in the United States (http://www.post-gazette.com/pg/07116/781162-53.stm), in part for its cost of living and excellent activities. The following websites are great resources for students and offer a variety of suggestions related to living, learning, having fun, and eating!

Cool Pittsburgh
http://www.coolpgh.pitt.edu/

The Cool Pittsburgh website offers specific information related to living, eating, playing, shopping and going, as well as helping the newcomer translate “Pittsburghese.” This website also offers information on the Pittsburgh nightlife and a monthly activity schedule.

Graduate Studies – Pittsburgh
http://www.pitt.edu/~graduate/pittsburgh.html

This website is listed on the University of Pittsburgh’s website and provides information ranging from housing to museums to fun for families. Check out this website to get a comprehensive picture of Pittsburgh’s cultural, housing, sports and recreation, music, and more!
Doctoral Program Survival Tips

Welcome to the wonderful world of academia! You have been invited to participate in a unique opportunity to be able to learn and study at one of the top schools of social work in the United States! With this experience comes fun and frustration. Several students offer their advice to surviving both the fun and the frustration of the Ph.D. program to make your transition a bit easier:

- The best piece of advice given to me when I started the program was from Jonathan Singer, a Ph.D. graduate, 2009. He suggested students get a small notebook that you can use to write down any brilliant insights when they come to you. Bring the little notebook with you when you attend lectures and jot down things that are interesting to you because later these things will help you write papers. – Lisa Schelbe

- Learn how to use EndNote or Refworks to manage your citations and put your bibliographies together. This will save you countless hours and even more headaches. The library offers training on Refworks. – Lisa Schelbe

- Ask for help. Don’t be afraid to ask others in the program for advice. – Lisa Schelbe

- You are not alone if you find yourself running out of space in your Pitt webmail account. Students are allocated 250MB. However, you can get your allocated memory increased by simply calling Pitt’s Computer Help Desk at 412-624-4357. Tell them you’re a doctoral student and need more space. – Lisa Schelbe

- If you work in different places and have trouble keeping track of everything you need or are just tired of always having to find everything you need for a project, put those bags you get at conferences to good use. Place everything you need for each project in a different bag. Make sure you include a pen, notebooks, sticky notes, and other supplies you need along with the journal articles and drafts of the papers. Then when you’re heading out the door, all you need to do is grab the bags of the projects you want to work on and you’ll have everything you need. You’ll be amazed by how much time this organization technique saves. – Tammy Thomas

- In preparation for busy doctoral student life it is most advantageous to have at least 60 pairs of underwear. – Tammy Thomas

- Make sure you take time for yourself and/or your family. It is hard to figure out how to schedule everything, especially in your first year. Life outside of school is important and you may even need to schedule time for life, along with all your other responsibilities. – Terri Friedline

- Purchase an external hard drive early in your doctoral career. An external hard drive costs below $100 depending on the amount of space that you would like to have. Save all of your files regularly to your computer hard drive / desktop, external hard drive, and a USB drive. Avoid the painful experience of losing all of your hard work by saving often and in many places. – Terri Friedline

- When you feel overwhelmed with the amount of reading you have, add up all the pages you are required to read and divide by seven (the number of days in a week). It is possible to do all the reading! It is also helpful to read one or two articles per day every day (depending on how many you have been assigned for all of your classes) and then you won’t be stuck reading a few hundred pages the night before class. Spread out the work load! – Terri Friedline

- Don’t forget to get out into the community! Pittsburgh is home to one of the best foundation and non-profit markets in the country. Not only will interacting with agencies and community groups help you remember why you chose to become a social worker, it may also help you find unique research and funding opportunities. – Lauren Bishop Fitzpatrick
• Take advantage of the opportunities around you. Whether it is a chance to build a relationship with a faculty member, help out on a research project, be involved in the DSO, or turn a paper into a publication or conference paper, there are no ends to the opportunities you can find in the doctoral program. – Karen Kolivoski

• I understand the need to stay focused in the program, but don’t limit yourself either. Having a

• Enjoy the time. At no other point in your life will you be able to enjoy the safety net of being a doctoral student. It’s a time to try out new ideas, whether in research or theory, and with the support of faculty members, you have the ability to grow and evolve. – Karen Kolivoski

• Your thumb drive can be your best friend. Buy a thumb drive (or memory stick) with lots of space (256 MB or larger). They are wonderful for transferring documents between school and home. Buy one with bright colors that’s hard to lose. – Amanda Hunsaker

• The Cathedral elevators aren’t so bad. The four Cathedral elevators closest to Bigelow Blvd. will take you to the 23rd floor and will usually get you there the fastest. – Amanda Hunsaker

• Cheap drinks. If you bring your own cup, you can get cheap coffee and tea (less than $1) at the Cathedral Café, thereby saving money and the environment. – Amanda Hunsaker

• Back away from the computer….renew yourself by making time to do activities that aren’t related to school. – Chereese Phillips

• Try to participate in activities outside the School of Social Work, get to know new people. – Chereese Phillips

• Amazon.com offers a free year of Amazon Prime membership to students with a .edu email address through a program called Amazon Student. This means that you can get free two day shipping, with no minimum! (http://www.amazon.com/gp/student/signup/info). – Lauren Bishop Fitzpatrick

• Given we have limited funding, take advantage of all the free or nearly free activities in Pittsburgh. – Chereese Phillips

• Don’t reinvent the wheel when you are developing your research protocol and submitting to IRB. You can ask faculty and students for copies of the recruitment scripts, consent forms and other documents. – Lisa Schelbe
Tips for International Students

Be a Skillful Reader

You might be overwhelmed by the amount of required readings in class every week. It is not only a lot to read in a week but also complicated to understand, especially to students who speak English as a first language. An important tip to avoid frustration when completing reading assignments is: you don’t need to be a diligent reader, but be a skillful reader. Suppose you are reading five journal articles. You will obtain and understand faster if you read the abstract, introduction, and conclusion first. This gives you the main theme of the article. Then digest the details of the article contained in the body.

The Writing Center

Even if you are given a one page writing assignment, academic writing is a giant barrier for international students. You may experience situations in which your papers are ruined by your professor’s red pen, indicating that you put ‘a/an’ instead of ‘the’, or even worse, “I don’t get what you wrote here.” Proofreading can not only prevent this frustration but also improve your writing so that your brilliant ideas are delivered more clearly. The professional adult instructors at the Writing Center are available for you from 9:00am to 5:00pm, Monday through Friday. It is not a grammar-check place, but a writing-guide center for both American and international students. Generally, you are supposed to make a half-hour appointments with a designated instructor (which means you can choose an instructor you like) and work together at the table in the writing center. The instructor’s role at the Writing Center is not to correct your grammatical mistakes, but to improve your original ideas and make them clearer. You will learn how to better organize your ideas so they are more persuasive. Also, the instructors offer questions that are conducive to clarifying your blurry opinions for difficult writing topics. You also might want to consider mentioning to the instructors at the Writing Center that you are a doctoral student, and they might be willing to spend extra time helping you edit your work.

Professors Value Whatever You Ask

Some international students usually don’t feel comfortable asking questions to professors. Sometimes you feel that your question is too trivial to ask. You think that you must be able to solve it all by youself, or you shouldn’t bother professors with your personal curiosity. However, the truth in American schools is that professors value whatever you ask. This is such a great benefit for you to come to this country to study. When you feel stuck preparing a huge assignment, such as a one-hour presentation for Theory 1 or writing a 20-page paper for Research Methods 1, first you might telephone senior students from your same country to ask their advice. But it is also important to talk with your professors. Especially, when working on a final presentation/paper, try to avoid torturing youself by being at a loss with what to present and ending up presenting themes and content that are out of the presentation guidelines. It is recommended to consult with professors several times before your finals to make sure you are on the right track and to improve your knowledge. Ask in class, after class, email them, or make an appointment to vist their offices.

Exercise!

As students whose mother tongue is not English, you must spend twice the amount of time that American students spend for reading, writing, and preparing presentations. It might happen that you are staying in the library late at night (even during weekends) and are feeling tired from lack of sleep. Regular exercise can support your physical health for study in the long-run. Perhaps you complain that you even don’t have time to catch up on class assignments. But jogging, swimming, or yoga for an hour three times a week will boost your ability to concentrate and help you manage your stress.
Let Your Voice be Heard

International students, especially Asians, commonly are accustomed to the culture of modesty and respecting the majority’s convenience rather than your own. However, don’t forget sometimes you need to let your voice be heard in this country.

Office of International Studies
http://www.ois.pitt.edu

The Office of International Studies is another resource within the University of Pittsburgh community for international students. It provides support to international students through immigration advising services and coordinates an international student orientation at the beginning of each school year.

English Language Institute
http://www.eli.pitt.edu/

If you are still struggling with your English skills and would like some additional assistance, the English Language Institute (ELI) offers English as a Second Language (ESL) classes and speaking partners to help you improve your English. They even offer mini-classes that focus on specific skills, such as improving pronunciation or developing your professional vocabulary. The ELI is operated with the assistance of the Linguistics Department at the University of Pittsburgh, so the staff and instructors are knowledgeable in helping international students improve their English.
Developing Your Research Agenda

You probably came to the University of Pittsburgh with an idea of what you might like to study during your tenure in the doctoral program. Whether this area of interest changes or stays the same is fine; however, no matter what you ultimately choose to study, it is important that you develop an agenda for future research. This means that your scholarly contributions, including conference presentations, coursework, and publications are within the same general area. For example, you may be interested in the general area of mental health. Within this area, you may have a few specific areas of interest, such as the diagnosis of bipolar disorder within adolescence, the access to mental health services in rural areas, and parents’ help-seeking behavior for mental health services for their children. In any case, your specific interests fall under the general umbrella of mental health.

Focus on your General Interests First

Despite having specific interests that fall within a general topic, it is important that you present yourself consistently. Therefore, when talking about your work it may be best to start out by explaining your general area of interest. In our aforementioned example, you may present yourself as a researcher in the area of mental health and then become more specific as the conversation and relationship progresses. This helps you to present yourself as having a clear and concise research agenda. If your specific interests change, that’s ok, because you have mostly explained your general interests rather than all of the specific ones.

Think about your Timeline

While you are working on publishing, attending conferences, and developing professional relationships with faculty, you can help advance your research agenda by asking similar questions along the way. For example, if you are interested in the specific area of access to mental health services in rural areas, find ways to advance this interest. You might do this by starting with a literature review, writing a meta-analysis (a literature review that uses statistics to combine results from previous research), centering your comprehensive exams in this area, working with faculty on their projects related to this area, performing a secondary data analysis looking at mental health services in rural areas, and finally collecting and analyzing primary data on this area for your dissertation. This helps you to move consistently through the program and also looks good on your curriculum vita when you apply for jobs. Potential employers will be able to track your progress across time and verify that you have had a strong research agenda as a student and will most likely have a strong research agenda as a professor or researcher moving forward. It shows that you most likely have some questions in your pocket that you want to pull from when moving forward.

Connect with Faculty

Whether you find faculty to work with within the School of Social Work or outside if it, it is important find faculty that can help you advance your research interests. Faculty members are often in need of others to help analyze their data and would most likely appreciate the help. You should feel comfortable scheduling meetings with faculty and asking to collaborate on projects. At this level, you are considered a respected colleague with valuable skills and knowledge to contribute. Negotiate how you can be involved in projects so that you can be helpful to the faculty with whom you work and advance your research interests at the same time.

If you plan accordingly, you should be able to use the resources available to build a strong research agenda that will not only serve you well as a doctoral student, but in years to come as a professor and researcher.
Making Time for Publishing as a Doctoral Student

Publishing is one of the most important activities you will engage in as a doctoral student, yet many students have difficulty leaving time for publishing in the midst of coursework, comprehensive examinations, and dissertation work. As a doctoral student, however, you have two goals: (1) to finish your doctorate; and (2) to get a job. Finishing your doctorate will be a significant milestone in your life, but the acquisition of a new degree alone will not get you a job. You need to publish in order to be competitive in the academic job market, and the more the better. So, how do you make time for this all important activity?

Make the Most of your Assistantship

The first thing you should do is make the most of your graduate student assistantship. The faculty at the School of Social Work and larger University all focus on publishing their work and you have 20 hours/week dedicated to helping them do this. Let them know up front that you are excited to learn how to publish and would like to be involved in analyzing data, conducting literature reviews, and preparing manuscripts. You should also try to initiate your own projects with them. Most faculty members have more data on their hands than they can analyze. Find a question that interests both of you and ask if you can take the lead on analyzing data and writing up a manuscript. This will be music to the ears of nearly any faculty mentor, and most are glad to let you take some of your assistantship time to work on this shared project. These activities are more than enough to be productive while in the doctoral program. The key is to show the initiative – you are not likely to ever be asked to contribute to a manuscript if you do not show an interest and some competence in doing so.

Make the Most of your Coursework

In addition to making the most of your assistantship, you should also make the most of your coursework. Much of what you will be writing during the doctoral program will look like the beginning of a publishable literature review. There is currently a real and urgent need for reviews of the literature, as editors are always looking for these types of manuscripts. Since you have already taken the literature review part of the way in your coursework, you should take the time to finish and publish it. Since literature reviews are often sought after by journals, and relatively rare in comparison to the number of new studies coming out every year, it will likely get accepted and make an important contribution to your field.

These are but a few examples of how to make time for publishing as a doctoral student. As you can see, the trick is to make the most of the things you already have to do. You have an assistantship; you might as well use that to publish. You have to write papers for courses, you might as well publish the ones you can. In general, you should always be thinking about how what you are doing relates to building your publication record. If you are doing things that do not contribute to this, limit or eliminate them. Some like to confuse themselves into thinking that other activities will make up where you are lacking in publications. This is rarely the case, and in the end nothing can make up for a short publication section on your vita. Making the most of your assistantship and coursework will be more than enough to help you build a solid publication record by the time you graduate.
Tips for the Publication Process

As previously mentioned, publications will become your currency when you are on the job market. Therefore, it is important that you make the most of your opportunities while in the doctoral program. That being said, there are some things you should keep in mind when considering what and how to publish.

Turning the Term Paper into a Manuscript

As a doctoral student, you will be engaged in a lot of writing for your classes, so it makes sense to turn these papers into publications. However, this is not an easy process. Your term paper is most likely going to be formatted very differently for a class than it would be for a publication. While you have probably completed most of the literature review and research required by the class assignment, you may need to organize your work differently and trim it down by editing out irrelevant or non-crucial pieces of information. Also, your term paper was probably written with the professor as the audience in mind. You may want to give your article a different voice and tailor it to a wider audience, other than just your professor. If you have a paper that was written for class and you would like to turn it into a publication, find a peer or professor to work with that can help you re-shape your work into a manuscript for submission. Make use of the School of Social Work’s Ph.D. writing group that meets the second and fourth Wednesday of every month (summer, too) to receive feedback. Take your time when re-shaping your paper so that you and others are confident that it is ready for submission.

Selecting a Journal

Select the journal in which you would like to publish. You should keep in mind that journals have varying reputations. There are some top journals in the social work field, such as the Social Service Review, Journal of Social Work, Clinical Social Work Journal or the Journal of Social Work Education, but you may also want to submit articles to journals not specific to social work, such as in mental health, child welfare, or gerontology. Some of these journals may encourage submissions of literature reviews or theoretical pieces while others publish strictly quantitative research articles. You should determine the type of article you wish to submit and what journals accept that type of work.

Furthermore, journals are considered as having a better reputation when they have a greater number of volumes (which indicates that they have been around longer) and high impact factors. An impact factor indicates how often the articles within the journal get read and cited by others. An impact factor has no limit on its number, being as low or high as numerically possible. However, a journal whose impact factor is 10 can be considered as more widely read and distributed than a journal whose impact factor is .5. Impact factors are generally available on the journal’s main website.

Strategies for Journal Submission

There are many strategies for publication; however, if you think your manuscript is worthy of a highly rated journal you can submit to that journal first, and if it is rejected, you can re-submit to a lower-level journal. Once you select a journal to which you will submit your manuscript, make sure you include citations from that specific journal. Journal editors want to improve their impact factors, so it is smart to reference articles from their journal. If you don’t, the editor may specifically ask you to include them. You can only submit the same article to one journal at a time, and journals typically ask you to verify that your work has not been submitted elsewhere.

The Review Process

Once your manuscript is ready to be submitted, you should be prepared for the review process. This may take anywhere from three months to two years and is supposed to be blind, meaning that the journal editor removes your name before passing your written work on to two or three volunteer reviewers. The reviewers are typically experts in the area of your work. Even though this process is supposed to be blind, there is only a small group of people in academia that are
working in your area. As you become well-published, it becomes easier to figure out the author of a manuscript within that small group of people. Therefore, it is good to put your best foot forward because people may be able to figure out who you are!

Once your manuscript has been reviewed you can expect one of three responses: (1) yes, with no revisions, (2) yes, with revisions, or (3), rejection. The most common responses will be the latter two, both requiring you to make revisions. If you receive a “yes, with revisions” response, make the changes suggested by the reviewers and resubmit as soon as possible. If you receive a rejection, take the reviewers’ suggestions into consideration and attempt to submit elsewhere.

**Making a Term Paper into a Publication**

The process of preparing a manuscript for publication is long and arduous. Just when you think it is perfect you may find something that needs corrected or adjusted. For example, when you write a paper for class, it may meet the course requirements perfectly; however, it may be far from where it needs to be for journal submission and acceptance. This is where feedback from peers and professors comes in handy – they will help you shape your term paper into a manuscript acceptable for publication. Your writing will improve in no time and it will become easier to configure your work into acceptable manuscripts to withstand the review process and move on to publication.

**Basic Steps for Publication**

Here are the basic steps to keep in mind when putting together a publication:

- Prepare your manuscript.
- Seek feedback from your peers and professors and consider their suggestions.
- Edit your manuscript (repeat steps two and three several times).
- Select a journal to submit your manuscript.
- Format your manuscript based upon the requirements of the journal, available from their website (this may include APA or CMS style, how to input tables and headings, font style, etc.). *The Publication Manual of the American Psychological Association* will be a useful reference throughout your academic career.
- Read the submission process carefully for your journal before submitting.
- Submit your manuscript and wait for a response.
Current Faculty

Following is a listing of current faculty within the School of Social Work. Complete biographies of faculty members with their curriculum vitae may be found on the School website (http://www.socialwork.pitt.edu/people).

**Dr. Ralph Bangs** is the Associate Director of the Center on Race and Social Problems and his research interests include increasing contracting with minority and women-owned businesses.

**Dr. Azadeh Masalehdan Block, MSW** is the B.S.W. program director.

**Dr. Cynthia Bradley-King** is an Academic Coordinator for the Child Welfare Education for Baccalaureates and a Field Assistant Professor. Her research interests include child welfare, foster care and adoption, grant writing, and social administration.

**Dr. Helen Cahalane** is a Clinical Associate Professor and is a Principle Investigator for the Child Welfare Education and Research Programs. Her research interests include child welfare, mental health, evidence-based practice, and family engagement strategies.

**Keith Caldwell, MSW,** is the Director of Career Service and Alumni Affairs and a Lecturer within the School of Social Work.

**Lynn Coghill, LCSW, MSW,** is the M.S.W. Program Director and teaches advanced clinical classes.

**Dr. Valire Carr Copeland** is an Associate Professor in both the Graduate School of Public Health and the School of Social Work and is the Doctoral Program Director for the School of Social Work. Her research interests include health, mental health, and the African American community.

**Dr. Larry E. Davis** is the Dean for the School of Social Work and Director of the Center on Race and Social Problems. His research interests include interracial group dynamics, the impacts of race, gender, and class on interpersonal interactions, African American family formation, and youth.

**Caroline Donohue, MSW,** is a Clinical Assistant Professor and her research interests include poverty, public child welfare, child welfare staff retention, and administration.

**Dr. Shaun Eack** is an Assistant Professor in the School of Social Work. His research interests include clinical treatments for schizophrenia and adult autism.

**Dr. Rafael (Ray) Engel** is an Associate Professor in the School of Social Work. His research interests include poverty in later life, welfare benefit levels, and depressive symptomatology.

**Dr. Rachel Fusco** is an Assistant Professor and her research interests include children exposed to violence and factors that mediate outcomes, parental mental health problems and substance use, and improving connections between child welfare and domestic violence services.

**Dr. Sara Goodkind** is an Assistant Professor in the School of Social Work. Her research interests include programs for girls in the juvenile justice system and youth aging out of the child welfare system.

**Dr. Catherine G. (Katie) Greeno** is an Associate Professor whose primary interest is bridging the gap between academic research and community mental health.
**Dr. Lovie J. Jackson** is an Assistant Professor. Her research interests include the multidisciplinary study of health and health care disparities, collaborative care models, and health services research using community-based participatory research and health information technology.

**Dr. Gary F. Koeske** is a Professor at the University of Pittsburgh and his research interests include work stress, social support, religion and spirituality, and mediation and moderation processes within statistics.

**Dr. Lambert Maguire** is a Professor the Associate Dean of Academic Affairs. His research interests include interventions in mental health, social networks and social support, and drug and alcohol research.

**Dr. Aaron R. Mann** is an Associate Professor in the School of Social Work. His research interests include drug policy rehabilitation, school-to-work transition, and social work with groups.

**Dr. Christina E. Newhill** is an Associate Professor and her research interests include violence risk markers and psychopathology, social worker safety, evidence-based treatments for individuals with severe and persistent mental illness, and racial disparities in mental health services.

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**Dr. Christina E. Newhill** is an Associate Professor and her research interests include violence risk markers and psychopathology, social worker safety, evidence-based treatments for individuals with severe and persistent mental illness, and racial disparities in mental health services.

**Dr. Helen E. Petracchi** is an Associate Professor and her research interests include the improvement of the professional delivery of social work services to vulnerable populations and university-level social work education.

**Dr. Mary Elizabeth Rautkis** is a Research Assistant Professor and her research interests include decision-making in child welfare, the therapeutic alliance, and measuring living environments for youth in out-of-home care.

**Dr. Daniel Rosen** is an Associate Professor in the School of Social Work. His research interests include aging, substance abuse, late-life depression, and barriers to treatment.

**Dr. Jeffrey Shook** is an Assistant Professor and his research interests include law, policy, and practice in the lives of children and youth, specifically for those involved in juvenile justice and child welfare systems.

**Tracy Soska, MSW,** is the Chair for the COSA Program and Continuing Education Director. His research interests include community organizing and social administration, workforce development, collaboration and coalition building, and university-community relations.

**Dr. Fengyan Tang** is an Assistant Professor and her research interests include productive and civic engagement in late life and aging in place.

**Dr. John Wallace** is an Associate Professor in the School of Social Work and his research interests include community-based participatory research, adolescent problem behaviors, the role of faith-based organizations in community revitalization, and social entrepreneurship.

**Dr. Liz Winter** is a Clinical Assistant Professor and the Academic Coordinator for the Child Welfare Education for Leadership Program. Her research interests include child welfare workforce training and retention, LGBTQ youth in child and family services, and traumatic stress.

**Dr. Hidenori Yamatani** is an Associate Professor the Associate Dean for Research. His research interests include organizational development, strategic planning, and community research in addition to the role of race in incarceration.
In addition to the aforementioned faculty within the School of Social Work, there are many staff people who help to make the day-to-day operations of the School work smoothly. You should introduce yourself to the staff members who work in the Office of the Dean and the Recorder’s Office on the 21st floor of the Cathedral of Learning. These are just a few of the staff members who will help make your life in the doctoral program a bit easier. Please view the School of Social Work’s website for the listing of staff members and their contact information (http://www.socialwork.pitt.edu/people/staff.php).

Cheryl Bartko is an Administrative Assistant in the Office of the Dean.

Jody Bechtold is a Field Coordinator and liaison for the B.A.S.W. and M.S.W. Programs.

Melissa Behl is an Administrative Assistant for the Field Education Office.

Monica Ceraso is an Administrative Assistant to the Office of the Dean

Elizabeth Cooper is the Director of Development for the School of Social Work.

John Delassandro, MSW, is the Director of Field Education for the School of Social Work.

Mary Pat Elhattab is the Student Services Assistant for the B.A.S.W. and Ph.D. Programs in the Office of Admissions and Student Affairs.

Mia Fuqua is the Administrative Assistant for the Center on Race and Social Problems.

Arif Jamal is the librarian for the School of Social Work and works in Hillman Library.

Jennifer Holliman is an Administrative Assistant for the Child Welfare Education and Research Programs.

Cheryl Incorvati is an Administrative Assistant for the School of Social Work.

Philip Mack, MSW, is the Director of Admissions and Student Affairs for the School of Social Work.

Kathleen McDonough (Micki), MSW works in the Field Education Office.

Shannon Murphy is the Director of Marketing and Communications in the Office of the Dean.

Darlene Norman-Davis is an Administrative Assistant for Continuing Education, Career Services, and Alumni Affairs and Faculty.

Marcia Piel is a Recorder in the Office of the Recorder.

Rosemary (Rosie) Rinella is the Assistant to the Dean in the Office of the Dean.

Colleen Scholl is an Administrative Assistant to the Business Manager and M.S.W. Program Director.

Michael Schrecengost is the Business and Personnel Manager for the Child Welfare Education and Research Program.

Glenn Shannon is the Assistant Director of Field Education and the Director of the Home and School Visitor Program within the Office of Field Education.
Bobby Simmons is a Field Education Coordinator in the Office of Field Education.

Michelle Smith is the Management Systems Specialist for the School of Social Work and the Child Welfare Education and Research Programs.

Megan Soltesz is the Finance and Business Manager and Grant Administrator for the School of Social Work.

Sandy Talbott is the Assistant to the Director of Admissions and Student Affairs.
Current Doctoral Student Biographies

**Eun Hee Choi, MSW**, is primarily interested in the development and evaluation of policies for older people who stay at the labor market beyond retirement. Prior to entering the doctoral program, Choi gained two work experiences as a research assistant at Aged Team of Migrant Resource Center (MRC), Melbourne, Australia, and a research assistant at the Korea Labor Force Development Institute for the Aged (KORDI), Seoul, Korea. As a certified social survey & analyst in Korea, she participated in multiple projects, including the evaluation of the Korea Senior Employment Program, the successful aging in Korea, civic engagement of the Korean elderly, and prevention of family violence.

**Monique Constance-Huggins, MPIA**, received her Masters in Public and International Affairs from GSPIA in 2000 and her BA in Entrepreneurial Management from Royal Roads University, Canada. Prior to starting the MSW/Ph.D. program, Monique worked as a research associate at the University of Pittsburgh’s University Center for Social and Urban Research for six years. She conducted studies with other researchers on racial and gender disparities in areas including minority business contracting, diversity in among nonprofit boards, and diversity of elected officials. Her areas of interest are in poverty and racial economic disparity. Monique and her husband, a recent PhD grad from GSPIA, have two daughters.

**Lauren Bishop Fitzpatrick** received a BA in clinical psychology from the University of Colorado at Boulder. She has worked as a school counselor, a research coordinator for numerous psychosocial intervention studies, a program evaluator, and a teacher-counselor for children and adolescents with Autism Spectrum Disorders. Her research interests include interventions for adolescents and young adults with Autism Spectrum Disorders, translating evidence-based interventions to community and organizational settings, and measurement. She has published previous work in *Psychosomatic Medicine*.

**Terri Friedline, LCSW**, received her MSW with a concentration in Community Organization and Social Administration from the University of Pittsburgh’s School of Social Work. However, her practice experience includes both community and clinical work. While living in Ecuador, Friedline worked at a children's hospital providing crisis intervention with families under the direction of a child psychiatrist. As a case manager in Philadelphia, she worked with Latino families whose children experienced chronic medical concerns. She also worked in an administrative capacity at a community mediation center in Pittsburgh by assisting with capital campaigns, grant and newsletter writing, and community mediation programs. After receiving her MSW, Friedline worked at a residential treatment facility providing individual therapy and case management to young men adjudicated by the court system. During this time, she also received her license as a clinical social worker. She decided to pursue her Ph.D. after recognizing the many obstacles preventing the people with whom she worked from achieving their desired educational goals. Friedline's research interests include the racial and economic disparities in the access to education and educational achievement. In particular, she is interested in how financial assets may improve educational achievement and outcomes. She is currently involved in research projects that focus on wealth building amongst young people and inform policies regarding Children's Development Accounts.

**Melissa Hardoby, MA**, is a joint MSW/PhD student. She received her M.A. in Women’s Studies from the University of Cincinnati and her B.A. in Women’s Studies from Penn State University. Prior to entering the doctoral program, Melissa worked on national Democratic political campaigns, then for non-profits such as the RAND Corporation, the Urban League of Pittsburgh, youth-serving agencies, and as the program manager for an international infant and child nutrition project. Melissa’s research interests include the impact of race, socioeconomic status, and gender on physician-patient communication during the medical encounter, and the elimination of healthcare disparities as a goal of health policy. She currently works at the Starzl Transplantation Institute at UPMC Montefiore.

**Amanda Hunsaker, MPH**, is a joint MSW/PhD student and holds an MPH from the Rollins School of Public Health of Emory University. She received a Bachelor’s degree in Biology from Smith College. Her research interests focus on care delivery for people with dementia, particularly for individuals living in underserved communities. She is additionally interested in how individuals with dementia participate in their care decision-making and the measurement of decisional competence and capacity of individuals with dementia. Her previous work experience has been in research coordination.
where she managed federally and state-funded projects ranging from an evaluation of a multidisciplinary dementia training program for social workers and nurses to a randomized controlled trial testing the effectiveness of a telemedicine intervention for people with spinal cord injury. Most recently, Hunsaker managed a community-based study incorporating focused outreach to African American and rural-dwelling older adults, the aim of which was to assess the effectiveness of a computerized screening for mild cognitive impairment.

Yoonmi Kim, MSW, received her MSW from the California State University and a Bachelor of Liberal Arts degree in social welfare from SungKyunKwan University in Seoul, South Korea. Since earning her MSW, Yoonmi worked at the Korea Institute for Health and Social Affairs (KIHASA) in Seoul. Her published joint research includes a study of standardization of long-term care facilities and a pilot study for the Korean long-term care insurance. Kim’s professional interests are in the areas of health care policy, poverty, and natures of acculturation and generational status among immigrants.

Karen Kolivoski, MSW, earned an MSW from the University of Pittsburgh, and a BASW from Mercyhurst College in Erie, PA. Her primary research interests involve the child welfare, juvenile justice, and criminal justice systems, particularly youth involved in multiple service systems. Other research interests include the intersections of the justice systems with social work, particularly juveniles transferred to adult court, experiences of youth in adult prisons, and legal socialization of children and youth. She is currently working on research projects that include being part of a team on a quantitative project that addresses multiple service system use and child welfare experiences of a cohort of children and youth in Allegheny County; qualitative interviews with youth aging out of foster care; and interviewing youth in residential treatment facilities to gather quantitative data regarding issues including their experiences with and perspectives of the justice system.

Yeonjung Lee, MSW, received her MSW, as well as a BA in social welfare, from Chung-Ang University in Korea. Prior to entering the doctoral program, Lee worked as a researcher in the Korea Labor Institute and was involved in a project for developing the Korean Longitudinal Study of Aging. Her research focuses primarily on gerontology and includes social engagement in later life, especially labor force participation and caregiving. Also, in methodology, she is interested in international and comparative social welfare and longitudinal data study.

Ilsung Nam, MSW is interested in research on individuals with complicated grief and bereavement-related depression. His primary focus in this area is on the development, implementation, and evaluation of psychosocial treatment methodologies to improve the care of people with these conditions. He is also interested in the socioeconomic factors that contribute to psychosocial outcomes among people who lose a loved one, and how the elucidation of these factors can serve to aid preventive efforts. In addition, he holds a broad interest in social work education about death and dying issues, as they relate to the provision of care for persons with complicated grief.

Chereese Phillips, MSW, received both her MSW, as well as a Bachelor of Arts degree in Sociology, from the University of Washington - Seattle. Prior to entering the University of Pittsburgh’s doctoral program in social work, Phillips worked in the Community and Constituency Engagement Unit and the Research Department at Casey Family Programs. Additionally she was employed in the Foster Care Programs Department at the College Success Foundation. As a social worker, Chereese, helped design and implement programs to encourage foster youth to pursue post-secondary education, reduce disproportionality in the foster care system, and promote permanency for African American children. Chereese is a fervent advocate for foster youth and has served on numerous foster care advocacy committees and boards. Phillips’ primary research interests include child welfare, social service practice improvement and constituency engagement.

Lisa Schelbe, MSW, doctoral candidate received her MSW from the George Warren Brown School of Social Work at Washington University in St. Louis in 2001. Her diverse practice experience includes work with survivors of intimate partner violence and of natural disasters, as well as program development, grant writing, and political advocacy. Schelbe is working on her dissertation, an ethnography of youth “aging out” of the child welfare system. The study examines how youth leaving of care negotiate and conceptualize the transitions out of the child welfare system and into
adulthood. Additionally, Schelbe is involved with a research study of multidimensional characteristics of incarcerated youth that explores the attitudes, thoughts, and behaviors of youth residential treatment facilities.

**Hyun-a Song, MSW**, received her MSW from Washington University in St. Louis and a Bachelor of Arts degree in social work and early childhood education from the Chong-shin University in Seoul, South Korea. She is licensed as a social worker and kindergarten teacher in South Korea. After receiving her MSW, she worked at the Iroonet America for Korean immigrant children in Saint Louis. Hyun-a has traveled to more than twenty countries around the world, including Pakistan, Indonesia, Thailand, Australia, and Russia. These diverse experiences aroused her interested in the interracial and intercultural child and family issues. Hyun-a’s primary research interest is children from immigrant families and their educational disparities in both the United State and South Korea.

**Samantha Teixeira, MSW** Samantha earned her Bachelor’s degree in social work from the University of New Hampshire in 2005 and a Master’s degree in social work from the University of Pittsburgh in 2009. Her current research is focused on the ways in which data can be used to improve community organizing and community based interventions. Samantha has been selected as a 2011 Schweitzer Environmental Fellow, a national fellowship for students working to address environmental health disparities through community based projects.

**Tammy Thomas, MSW, MPH,** received her MPH from the Department of Behavioral and Community Health Sciences at the University of Pittsburgh’s Graduate School of Public Health in 2001. She was a Maternal and Child Health Leadership Trainee while receiving her MPH. Tammy received her MSW from the University of South Florida in 1996. Her current interests include maternal and child health, youth and community participation, urban gardening, and public health social work education. Tammy serves as the secretary for the social work section of the American Public Health Association and works as the Coordinator of Community Programs and as an instructor at the School of Public Health at the University of Pittsburgh. She previously worked as a social worker in the fields of mental health, adoption and hospice.
Accepting Your Financial Award

When you accept your financial award from the School of Social Work, you are guaranteed the following things:

- 4 academic years of tuition for the Fall and Spring Semesters.
- A monthly stipend during the academic year for approximately four years.

You should note that you are not guaranteed funding during the summers, as your stipend is only awarded for the academic calendar. For more information, please see the section below on summer funding.

In return, the School of Social Work provides you with 20 hours of work as a graduate research assistant for your first two years and a teaching assistantship during your last two years. Furthermore, you are expected to participate in a community of scholars by:

- Enrolling full time as a doctoral student without outside employment obligations;
- Attending lectures sponsored by the School of Social Work and the Center for Race and Social Problems (CRSP);
- Attending doctoral student sessions with visiting lecturers (usually held two hours prior to the formal lecture); and,
- Attending the weekly doctoral seminar during your first year in the program.

In addition to the aforementioned responsibilities, you are also invited to participate regularly in the Doctoral Student Organization (DSO) through monthly meetings.

Budgeting & Stipend

You will receive a monthly stipend, the amount of which will be detailed to you in your award letter. In exchange for the stipend you are expected to work for 20 hours as a graduate student assistant (GSA) during your first two years and a teaching assistant (TA) during years three and four. You also have the option of applying for a teaching fellowship (TF) position or an adjunct professor position after you have successfully completed your comprehensive exams. (Please review the official Doctoral Student Handbook for more information about teaching fellowships and adjunct positions).

If you are a first-year, incoming student, you should note that your first stipend will not arrive until the end of September. In light of this you should budget accordingly, particularly as you are expected to not work outside the program. You will also receive your full stipend amount for the month of December, despite the fact that the semester ends half-way through the month. You will receive the last stipend for the academic year at the end of April. Additionally, you do have the option of stretching your eight-month stipend across twelve months to cover the summer months. If you would like to receive your stipend this manner, you should speak with the Finance and Business Manager. If you prefer to receive your stipend over twelve months instead of eight, this change can only be made during the month of September.

Summer Funding

When you sign your letter accepting your financial award from the School of Social Work, you should take note that your stipend is only guaranteed for the months of September through April. While the School of Social Work is often able to employ doctoral students through the summer as part-time, hourly research assistants, this funding is not guaranteed. Furthermore, you might not be aware of the possibility of receiving a part-time, hourly research position until late March – just one month before your academic year stipend ends. With this in mind it is a good idea to speak with your faculty advisor about the possibility of working with him or her during the summer and your willingness to help obtain research grants that could cover your summer funding.

Historically, many students have been able to receive summer funding as part-time, hourly research assistants from their faculty advisor, or directly from the School. You should speak with the School of Social Work’s Financial and
Business Manager to discuss available summer funding. However, due to the unpredictability of summer funding, you may want to consider finding employment elsewhere during the months of May through August and plan accordingly in order to meet your financial needs.

The Business office is located on the 21st floor of the Cathedral of Learning in the Office of the Dean.

**Lecture Series Attendance**

There are two main types of lecture series: those presented by the School of Social Work and those presented by the Center for Race and Social Problems (CRSP). The School of Social Work sponsors approximately two to four visiting scholars each semester and CRSP sponsors approximately least one visiting scholar per month. Attending the lecture series is required and one way of demonstrating your commitment to the learning community. (Class is considered an acceptable reason to miss an informal meeting or lecture). Your attendance at the informal meetings and lectures also counts toward your weekly 20 hours for your GSA or TA commitment.

The lectures are held in room 2017 of the Cathedral of Learning, which is a large conference style room. Registration is not required for these lectures. The lectures usually begin at 12:00pm and lunch is provided. Prior to the formal lecture, doctoral students also attend an informal meeting with the visiting scholar. These informal meetings provide students with the opportunity to network and ask questions about research and a variety of other topics. It is suggested that you review the biographies and work of the visiting scholars prior to the informal meetings so that you can fully engage in the discussion. The informal meetings are usually held at 10:00pm in room 2309 of the Cathedral of Learning and last for approximately one hour. You will be notified in advance of the dates for the lecture series and small group sessions.
Financial Aid Paperwork

Every year, students are required to fill out the Free Application for Federal Student Aid (FAFSA), which is a form distributed by the government to determine eligibility for federal loans, and the Financial Aid Application Supplement (FAAS), which is an internal form used to determine loan eligibility. Even though Ph.D. students in the School of Social Work receive a graduate assistantship and free tuition, you have to fill out these forms because they provide work study reimbursement to the School of Social Work. This reimbursement helps to support summer funding opportunities, which are not guaranteed in the award of tuition and monthly stipend.

Free Application for Federal Student Aid (FAFSA)
Due End of Fall Semester

You are able to fill out the FAFSA on the internet at: www.fafsa.gov. You will need to get a PIN number to complete the form, and completing the form will require you to use school codes and tax information. Typically, you should fill out the FAFSA in the spring after filing your taxes. However, the School of Social Work asks that you fill out the FAFSA before the second week in December.

Financial Aid Application Supplement (FAAS)
Due End of Fall Semester

You are able to fill out the FAAS by downloading the form from the internet at: http://www.oafa.pitt.edu/aidsup.aspx. Students complete the FAAS regardless if they are applying for loans or federal aid. Even though you may not want a student loan, you have to fill out this form so that the School of Social Work can receive reimbursement. Typically, you should fill out this form in the spring after filing your taxes. However, the School of Social Work asks that you fill out the FAAS before the second week in December. Once you fill out the form, you can turn it in to the Staff Assistant to the Program Director on the 21st floor of the Cathedral of Learning. You are also able to contact the Staff Assistant to the Program Director if you have any questions about this form. You should expect each application to take at least an hour to complete and you will need to have many forms in front of you such as you and your partners past year tax return and pay stubs in order to complete all of the questions.

Accepting or Rejecting Your Loan

When you fill out the financial aid forms, you are asking the federal government to approve you for subsidized and unsubsidized Stafford loans and you are informing the University of Pittsburgh that you are interested in federal loans. Shortly after you fill out the financial aid forms, you will be approved for a loan amount. The University of Pittsburgh will be made aware of the loan amount in your name and they will ask you to either sign off to accept the loan or reject the loan. You will receive a form in the mail asking you to either accept or reject the loan, and then mail it back to the University of Pittsburgh. You should do this immediately. Since the School of Social Work pays for your tuition, you may not have need for loan money and the University of Pittsburgh will reimburse you directly. If you do not return the form, the University of Pittsburgh will automatically assume that you have accepted the loan and they will either deposit the money directly into your bank account or send you a check.

If your financial aid includes a Stafford loan and you want to reduce the amount of your loan (reduce your loan only minimally or all the way to zero), contact the Financial Aid Office to request the reduction through the following steps:

- Email the Financial Aid Office at oafa@pitt.edu with your request. If you have a subsidized and/or unsubsidized loan, be sure to indicate which loan(s) you would like to have reduced. Include your name and your PeopleSoft ID number.
- Go to the Financial Aid Office in Alumni Hall in person for assistance in reducing your loan.
If you do receive a loan reimbursement, you can either a.) send the money back by returning the check or logging on to your PittPay account and sending an eCheck back to the University of Pittsburgh for the amount of the loan, b.) pay the money back in person at the Office of Financial Aid on the ground floor of Thackeray Hall, or c.) keep the money and pay interest as you would a typical loan.

For more information, please go to the student financial website at: http://www.bc.pitt.edu/students/
Emergency Loans

If you are in need of an emergency loan, you should go in person to the Student Organization Resource Center (SORC) at 119 William Pitt Union. Various types of emergency loans are available from several University sources. The lender determines eligibility for emergency funding. These loans are then processed by the Student Payment Center. There is a waiting period of up to three working days before the funds are released.
Resources for Students

Now that you have embarked on this journey for doctoral education, here are a few resources that can make the road ahead less arduous for you.

Student ID / Panther Card
http://www.pc.pitt.edu/card/photoid.html

Every student, faculty, and staff member at the University of Pittsburgh receives a photo ID card, which can be obtained at Panther Central in the Litchfield Towers Lobby. Your ID card is more than just a standard photo ID. Not only can you use it for all the typical university services, such as borrowing books from the library or gaining access to the athletic facilities, but your ID also serves as a FREE bus pass! If you would rather use public transportation than drive to the Oakland campus and pay for parking, hang on to your ID. You can show it to the bus driver upon entry or exit from the bus to “pay” for your fare.

To receive your student ID, bring positive photo identification (such as a driver’s license or passport) to Panther Central, Sunday through Saturday from 7:30am – 10:00pm. (Hours may vary. Visit their website for service times and information). You must register for classes prior to obtaining your ID card.

Career Services
http://www.socialwork.pitt.edu/student-resources/career-services.php

The Office of Career Services within the School of Social Work offers students and alumni a wide array of services to help you achieve your career goals. Their specialization in social work careers will provide you with the information and connections necessary to empower people, lead organizations and grow communities. The School of Social Work boasts a community of over 8,500 alumni and hosts student and alumni networking events throughout the year. The free job posting services provides employers a direct connection with the region’s top talent. Please view all of the current job opportunities and the extensive listing of career resources to help you secure the job of your choice. Many academic positions are listed and available. Information is available on the web: http://www.socialwork.pitt.edu/student-resources/career-services.php. In addition to job listings, other assistance, such as a critique of your CV, is available. To schedule an appointment, please contact the Director of Career Services and Alumni Affairs.

Statistics Consulting Center
http://www.stat.pitt.edu/resources/consulting-center.php

Surviving statistics and having a robust methodology for your dissertation is a great quest for all Ph.D. students. You do not have to lose your way in the middle of this quest. The Statistics Consulting Center is available to provide you with help. The office, which is located in 2728 CL, provides consulting services to the entire Pitt community. In addition, it serves as an umbrella organization for all statisticians in the University by providing lectures, seminars, and professional short courses. They are not able to provide tutoring support or learning software packages; however, they may be able to help with data or analysis that is problematic. Just remember that, being housed in the Statistics Department, they have a very different perspective on statistics and methodology than those in the social sciences. For an appointment, please e-mail statcon@pitt.edu.
Field Placement

http://www.socialwork.pitt.edu/academic-programs/field-education/

For students in the joint MSW/PhD program, completing the field placement is a required component for your MSW degree.

- You are required to complete 2 field placements – a foundation and a concentration placement. The foundation placement begins in October of the fall semester you enter the program. Three days/week for 15 weeks (360 hours per term) is the normal pattern for these field placements.
- Due to your unique situation as a joint student, the timing of your concentration field placement will have to be arranged by you, your academic advisor and the field office. In the past, many students have been able to complete a portion of their field placement in the summer of the second year.
- All students complete a REQUEST FOR PLACEMENT FORM to the Office of the Recorder and Field Education in Room 2110 C.L. The Forms are available in the display outside Room 2127 C.L., in the information packets distributed at the required field placement planning programs, or from the school’s web site. The dates for submitting the form are also identified on the Field Education Schedule later in this section.
- All Request for Field Placement forms are forwarded to the field office (Room 2110 C.L.). An appointment with field personnel is arranged to discuss issues pertinent to the field placement. Students are not permitted to make independent arrangements for field placement. Field instructor approval and assignment must be made by field personnel. No student can be guaranteed a stipend from an agency by field personnel. Notification of field instructor and field placement potential "match" are provided to the student following a review and discussion of the request and the identification of an appropriate "match". This may take several weeks.

For additional information on field placement you can visit the field education website at http://www.socialwork.pitt.edu/academic-programs/field-education/ or contact the Director of Field Education.

Student Health Services & Pharmacy

http://www.studhlth.pitt.edu

The Student Health Center and Pharmacy are available to all University of Pittsburgh students, including Ph.D. students, at the School of Social Work. The center is fully accredited by the Accreditation Association for Ambulatory Health Care. Its mission is to provide high quality confidential care to all students through education and preventative medicine, and to restore students to good health in the event of illness. The center prides itself in creating a partnership with the students to help to them maintain overall wellness. It is located on the fifth floor of the Medical Arts Building at 3708 Fifth Ave. (above Rita’s Ice). When you go to the Medical Arts Building, it is good to remember to take your student ID card with you. You will most likely need to show it to the security guard at the front desk for entry into the building. You can find a complete list of all the services offered at the Center on their website at http://www.studhlth.pitt.edu/ or call (412) 383-1800.

Health Care / Insurance

http://gradcare.hr.pitt.edu/grad.htm

The University will provide individual health insurance under the UPMC Health Plan for students who are graduate students assistants (GSAs), teaching assistants (TAs), or teaching fellows (TF). Students also have the option of purchasing coverage for partners and/or children for an additional fee. In addition to health insurance, students have access to the Student Health Center and Pharmacy during terms in which they are enrolled in full-time coursework. The
Student Health Center provides general medical services and referrals for students. In addition to these health care services, students also have the option to purchase both dental and vision insurance for a low cost through the university and the health insurance enrollment process.

Students must sign up for health, dental, and vision insurance on a yearly basis, but the student health fee, which covers the Student Health Center, is paid automatically by the department when a student is enrolled in full-time coursework. In order to enroll in health, dental, and vision insurance, students should use the new online system available through the Pitt Portal (http://my.pitt.edu) and following the following steps:

1. Go to my.pitt.edu
2. Enter your University username and password
3. Select the My Resources tab
4. Select Student Health Insurance on the drop down menu
5. Select Student Health Insurance on the “My Pitt” page and continue through the online enrollment and payment process. Payment can be made on a monthly, recurring basis or a one-time, annual payment via a credit or debit card.

Pitt Benefits & Compensation Website:
http://www.hr.pitt.edu/benefits/default.htm

Insurance Company Website (UPMC Health Insurance):
http://www.upmchealthplan.com/plan/commercial/pitt.html

The following is information regarding student health care / insurance:

- An option to purchase family coverage under the same plan is available at a rate equal to the difference between family coverage and individual coverage. Options to purchase dental and vision insurance are also available.
- Participants are responsible for paying the full premium costs through payroll deductions. For those appointed for the fall and spring terms, the enrollment remains in effect for the entire insurance plan year, September 1 through August 31. The coverage period is less if the appointment is less than the entire fall and spring terms.
- Specific schedules applicable to the start of new terms will be announced concerning status of enrollment, access to medical care and prescription drugs, and distribution of healthcare identification cards.
- In order to be in compliance with the underwriting requirements of the carriers, graduate students with eligible academic appointments and others with eligible academic appointments have thirty (30) days from the appointment date to enroll for health insurance.
- After the thirty day initial enrollment period, there must be a qualified change in status to enroll or make changes.

Information Technology: Computing Services & Systems Development
http://technology.pitt.edu/software/get-software.html

As a Pitt student you have access to the University software licensing agreements, which means that you can buy software at a reduced rate. Software Licensing Services is available at 204 Bellefield Hall. By using your student ID card, you can purchase software such as EndNote, SPSS, SAS, or Microsoft Word for as little as $5 each. You can also download some of the same software packages directly from your computer. Visit the listed website or Bellefield Hall for more information or to purchase software.
Doctoral Lounge, 23rd Floor

There is a lounge on 23rd floor of the Cathedral of Learning for the exclusive use of doctoral students. The room is equipped with 12 computer carrels, comfortable chairs for your relaxation, a mini fridge, and a microwave. Doctoral students have found this small space a home away from home giving them the opportunity to work, relax, eat, and catch their breath between classes. You can gain access to the doctoral lounge by swiping your Pitt ID card. You will need to give the 15-digit ID number on the front of your card (starts with 2P) to the Technical Systems Specialist so that they can register your ID number and grant you access.

As doctoral students enjoy exclusive use of this lounge, doctoral students are asked to replenish the paper and printer supplies by going to the 21st floor office and stocking the doctoral lounge with reams of paper and printer cartridges as necessary. It is important to make sure the lounge is stocked for evenings and weekends as some students utilize the lounge during these times. It is also important that you remember to log off after using the computer. Failure to do so will result in the computer “locking,” and the next person will be unable to log on to the computer.

University Printing Quota

In addition to the ability to print from the Doctoral Lounge, students are allotted a printing quota of 900 pages per semester to be used at university computer labs. You are able to print from any computer lab by using your e-mail account information with your username and password. Many computer labs have double-sided printing set as the default option on their computers, so if you wish to print single-sided you will need to change the print settings. However, by printing double-sided you are only charged for using one sheet of paper despite the fact that you are printing on both sides. This helps to reserve your printing allotment. Please consider using your printing quota in university computer labs for large printing jobs.

Student Resource Library

The Doctoral Lounge on the 23rd floor also includes a student-monitored resource library, which includes generous contributions from faculty and previous doctoral students. Students are welcome to borrow these books using the honor system. This library is a great academic resource for doctoral students. Please consider donating books to this resource so that we can expand our collection!

Student Mailboxes

Mailboxes for all social work students, including Ph.D. students, are on the 22nd floor. A list of the mailbox assignments can be found on the wall just adjacent to the boxes. Faculty and staff use these boxes to disseminate important materials to students so it is important that you check the boxes regularly.

The Writing Center

http://www.english.pitt.edu/writingcenter/

The Writing Center provides a place for all University of Pittsburgh students, faculty, and staff to come to work on their writing. The Center is staffed by experienced consultants who have been trained to help others with their writing. The services are free to all University of Pittsburgh affiliates. The Writing Center staff does its work in several different ways:

- One-on-one with writers; and
- A regular workshop and writing exercise gathering for Pitt undergrads, called the Writers’ Café, who are interested in creative writing. Please visit the Writers’ Café site to learn more about what the Café has to offer: http://www.pitt.edu/~wcafe/.
To schedule an appointment online, please go to [http://www.rich36.com/pitt/](http://www.rich36.com/pitt/). For more information regarding the purpose of the Writing Center, its hours, and location, please visit their main website at: [http://www.english.pitt.edu/writingcenter/](http://www.english.pitt.edu/writingcenter/).

**Doctoral Writing Group**

The writing group is composed of doctoral students who are interested in learning about the publication process, receiving critiques and reviews on their works for publication, and in general presenting information and ideas to colleagues for feedback. The writing group is facilitated by two faculty mentors. The meeting time for the writing group will be determined each semester. Please consult your Doctoral Student Organization (DSO) Calendar for the dates and details for the writing group.

**Center for Race and Social Problems**  
[http://www.crsp.pitt.edu/](http://www.crsp.pitt.edu/)

The Center for Race and Social Problems (CRSP) is a center located on the 20th floor of the Cathedral of Learning within the School of Social Work. The mission of the center is to conduct applied social science research on race, color, and ethnicity and its influence on the quality of life for all Americans. The center focuses on race-related social problems within six main areas, including economic disparities, educational disparities, interracial group relations, mental health, criminal justice, and youth, family and the elderly. For more information, please visit the CRSP website at [http://www.crsp.pitt.edu/](http://www.crsp.pitt.edu/).

The Center for Race and Social Problems also sponsors two activities that are of interest to doctoral students:

*CRSP Lecture Series*

CRSP sponsors lecturers and researchers from around the nation, and sometimes globally, to speak on issues of race-related social problems. Speakers present on a wide range of topics, from health disparities, to foster care, and to population counting within the Census Bureau. All Ph.D. students who receive a financial award from the School of Social Work are **required** to regularly attend these lecture series. Lectures are typically held from 12:00pm – 1:30pm in 2017 of the Cathedral of Learning. Lunch is provided.

Ph.D. students also meet informally with the invited lecturer prior to the formal presentation. These informal meetings are typically held from 10:00am – 11:00am and attendance is also **required**. The Staff Assistant for the Ph.D. Program will contact you via email regarding the time and location of the meeting. For more information on the lecture series, please visit the CRSP website at [http://www.crsp.pitt.edu/Service.html](http://www.crsp.pitt.edu/Service.html).

*Research Advisory Panel (RAP) Meetings]*

CRSP also holds monthly meetings, called RAP meetings, which bring together faculty members from around the university with similar interests to work individually or in groups to develop new research initiatives. These meetings are structured around the six main areas of interest, including economic disparities, educational disparities, interracial group relations, mental health, criminal justice, and youth, family and the elderly. These meetings are optional and are usually held on the 23rd floor (either 2304 or 2309) of the Cathedral of Learning and lunch is provided. If you are interested in attending RAP meetings, you should contact the CRSP Administrative Assistant to get a schedule of the meetings in the area of your interest and to be placed on the mailing list. For more information on CRSP’s RAP meetings, please visit their website at [http://www.crsp.pitt.edu/Research.html](http://www.crsp.pitt.edu/Research.html).
School of Social Work Lecture Series

During the academic year, the School of Social Work sponsors four lecturers to speak on relevant issues to the field of social work. Lecturers are often from around the nation and have experience in practice, research, and/or teaching. Lectures are typically held from 12:00pm – 1:30pm in 2017 of the Cathedral of Learning and lunch is provided. All Ph.D. students who receive a financial award from the School of Social Work are required to regularly attend these lectures. Ph.D. students also meet informally with the invited lecturer prior to the formal presentation. These informal meetings are typically held from 10:00am – 11:00am and attendance is also required. The Staff Assistant for the Ph.D. Program Director, will contact you via email regarding the time and location of the informal meeting.

The Rubash Lecture Series

The Rubash Distinguished Lecture Series was established through gifts from Norman J. Rubash, a 1957 graduate of Pitt’s School of Law, and his wife, Alice Chapman Rubash, a 1956 graduate of University of Pittsburgh’s School of Social Work. Each year a distinguished individual in the fields of law and social work is invited to the University to present a public lecture. The lecture is a free and usually includes a panel discussion immediately after the speaker. The lectures usually happen from noon to 2:00pm in the Teplitz Moot Court Room in the Barco Law Building during the spring semester. The lecture is not part of the required lectures of doctoral students; however, it is a nice nod to the interdisciplinary nature of social work and its role in law. Also, the speakers tend to be prominent scholars in their field and the panel discussions allow for dialogue between various professionals in different, relevant arenas.

Doctoral Student Organization (DSO)

The DSO is an organization comprised of doctoral students within the School of Social Work. Its purpose is to support and enhance the academic achievement of social work doctoral students throughout their tenure at the University of Pittsburgh by providing a forum for scholarly presentations, collegial support, free exchange of ideas, and discussion of critical issues related to the doctoral program.

Meetings of the Doctoral Student Organization usually take place once per month from 12:00pm to 1:00pm. Lunch (pizza and soda) is usually provided. Meetings focus on invited speakers from previous student cohorts, staff, or faculty that provide insights on topics ranging from the dissertation process to tips for job searching. It is also a chance for students to get together to talk about their scholarly pursuits, experiences with classes, or balancing school with life. An electronic version of the Constitution of the Doctoral Student Organization, including its purpose, activities and logistical information regarding membership requirements, election of officers, and voting procedures, is available through the following link:


Housing at the Pittsburgh Theological Seminary

http://www.pts.edu/

Many Ph.D. students have found the Pittsburgh Theological Seminary to be a convenient and affordable place to live while in graduate school. The Pittsburgh Theological Seminary, located in the Highland Park neighborhood approximately 3 1/2 miles from the University of Pittsburgh’s main campus, offers affordable housing to graduate students in the School of Social Work. Student housing at the seminary ranges from efficiency-style apartments for $500 per month to four bedroom / two bathroom apartments for $1,025 per month. The cost of rent, which is billed quarterly, includes all major utilities (excluding telephone and cable) and wireless internet. All apartments are equipped with appliances (refrigerator and stove) and have wall-to-wall carpet. One apartment building is designated as pet
Residents of the seminary apartments also have access to free off-street parking, security, coin-operated laundry facilities, storage units, an on-campus library, and a cafeteria. Transportation to and from the University of Pittsburgh is convenient from this location, as there are several buses that run through this neighborhood, including two whose routes pass directly in front of the seminary.

In order to obtain housing at the Seminary, students should speak with the Accountant, Ms. Carol Spotts. She can be reached via phone at (412) 924-1372 / (412) 362-5610 or email (cspotts@pts.edu). Students interested in obtaining housing at the seminary should be sure to identify themselves as graduate students accepted into the University of Pittsburgh’s School of Social Work. Please visit the seminary’s housing website for additional information and up-to-date prices: http://www.pts.edu/Student_Housing_1.
Parental Accommodations

This section is borrowed from the University of Pittsburgh Graduate Student Parental Accommodation Guidelines, available online at http://www.pitt.edu/~graduate/Grad_Parental_Accommodation_Guidelines.pdf.

Purpose

Consistent with the University’s efforts to strive to be inclusive and to support academic-personal life balance, the University believes it is important to provide accommodation for graduate students who become new parents, whether by childbirth or adoption, so that they may contribute to their family responsibilities while continuing to make progress towards their degree. This practice will help develop students who can successfully integrate their academic and personal pursuits. In recognition of the challenges of balancing the demands of graduate study and parenting a new child, these guidelines aim to improve the academic environment for student parents. The Graduate Student Parental Accommodation Guidelines assists graduate students immediately following the birth or adoption of a young child. The purpose of these guidelines is to make it possible for a student to maintain registered full-time student status, along with all the benefits of such status, while facilitating the return to full participation in courses, research and teaching.

Eligibility

The Parental Accommodation Guidelines apply only to full-time students enrolled in graduate programs who are in good academic standing and who are making satisfactory progress toward completion of a graduate degree. These guidelines do not cover students in professional programs. Students must have completed at least one full-time semester of their degree program to become eligible for coverage under these guidelines. The guidelines cover the situation of students who experience a child birth, who adopt a child who is unable to be enrolled in full-day public school due to age or other developmental reasons, or who is a partner of someone who has experienced a child birth or an adoption for whom the student has parental responsibilities. These eligibility requirements cover all provisions of the guidelines.

Parental Accommodation Period

All eligible students will be granted a Parental Accommodation Period six weeks immediately following the birth of a child or the adoption of a child for whom the student has parental responsibilities. During this period of accommodation, the student will continue to be enrolled as a full-time student. Because the student remains enrolled as a full-time student and continues to pay tuition, this is not a formal leave of absence. It is instead a modification of deadlines and academic expectations to accommodate the student’s new parental responsibilities. The student will be able to postpone completion of course assignments, examinations, academic milestones and other academic requirements for the six week Accommodation Period. However, the Accommodation Period does not extend the University’s academic Statute of Limitations.

Because the Accommodation Period needs to be tailored to the student’s individual circumstances and the timing of the student’s academic responsibilities, the student should consult in advance with the program advisor, research advisor or office of student services about how the student will meet academic goals and requirements. The student is responsible for ensuring that this consultation takes place as far in advance of the Accommodation Period as possible. Students enrolled in programs characterized by sequential courses must anticipate potential consequences associated with accommodation, and in consultation with the advisor, should plan how best to complete their program following the Accommodation Period.

The student must complete the accommodation period within six weeks of the birth or adoption. The student may not divide the time period of parental accommodation for use past this time limit. If both parents are eligible graduate students, both may take the six week accommodation period. The total accommodation period for each birth or adoption is limited to six weeks; in the event of a multiple birth or adoption, the length of the accommodation period is limited to six weeks.
After the end of the Parental Accommodation Period, students are expected to return to graduate study and resume progress toward completing their degrees. Faculty are encouraged to remain flexible in their expectations of students who become new parents, so that students can meet the demands of graduate study at the same time that they face new demands in their parental roles. Nothing in these guidelines can or should replace communication and cooperation between student and advisor, and the good-faith efforts of both to accommodate the birth or adoption of a child. It is the intent of these guidelines to reinforce the importance of that cooperation and to provide support to make that accommodation possible.

Special Notice to International Students: Students who are attending the University of Pittsburgh with a F-1 student visa or J-1 Exchange Visitor visa are strongly encouraged to consult in advance with the Office of International Studies about their plans during the period of Parental Accommodation.

**Student Funding During the Parental Accommodation Period**

With advance planning, TA, TF, GSA and GSR assignments can be adapted for modifications of schedule that new student parents need during a Parental Accommodation Period. Faculty advisors and students with TA, TF, GSA and GSR appointments are encouraged to work out the necessary adjustments preferably one semester before the anticipated birth.

**Eligible Students**

Faculty members who supervise TAs, TFs, GSAs and GSRs who assume new roles as parents (see below for accommodations for birth mothers) should offer flexibility to allow students to take advantage of the Parental Accommodation Period. During this period the students will continue to receive their stipend, benefits, and associated tuition support.

**Birth Mothers**

The situation is more difficult for mothers who give birth, and must cope with the health consequences of childbirth and recovery in addition to new parental roles. Eligible graduate students with TA, TF, GSA and GSR appointments who experience the health consequences of pregnancy will be excused from their regular duties for a period of time to be determined by a health care provider not to exceed the student’s appointment period. During this period, they will continue to receive their stipend, benefits, and associated tuition support.
Class Scheduling

During the first two academic years in the program, students are enrolled in the core courses of the curriculum: social welfare, social science theory, research methods, and social policy. All 1st year students are also required to take the non-credit, weekly Doctoral Seminar. As aforementioned, this is an unofficial student guidebook and students should consult the current Ph.D. Student Handbook for official class guidelines and course requirements.

Note: Please refer to the School of Social Work website (www.socialwork.pitt.edu) and the Doctoral Student Handbook for the most updated information regarding course scheduling.

Required (Core) Courses

Research Methods

A. Statistics:
SWRES 3029 (Fall I) INFERENTIAL STATISTICS (3 crs.)
SWRES 3021 (Spring I) MULTIVARIATE METHODS (4 crs.)

B. Research
SWRES 3020 (Fall I) RESEARCH METHODS I (3 crs.)
SWRES 3022 (Fall II) CAPSTONE I (1 crs.)
SWRES 3023 (Spring II) CAPSTONE II (3 crs.)

Social Science Theory
SWGEN 3053 (Fall I) SOCIAL SCIENCE THEORY I (3 crs.)
SWGEN 3044 (Spring I) SOCIAL SCIENCE THEORY II (3 crs.)

Social Welfare
SWWEL 3030 (Fall II) EVALUATION OF AMERICAN SOCIAL WELFARE HISTORY AND POLICY (3 crs.)

Social Policy
SWWEL 3037 (Spring II) SOCIAL POLICY ANALYSIS (3 crs.)
One additional policy course (2-3 crs.)

Elective Courses

In addition to the above core course requirements, you must select six elective courses to pursue more specialized interests. All electives must be at least 2 credit graduate level courses. Elective options available in the program, including the Joint MSW/Ph.D. program, the Joint Master of Public Health/Social Work Ph.D. option and the graduate certificate in Women’s Studies offer particular advantages but tend to restrict the number of electives open to students. Although some doctoral elective courses are offered within the School of Social Work, you are encouraged to take relevant course work in other schools and departments of the University, such as from sociology, economics, women’s studies, political science, law, urban affairs, or public health. You can choose courses from all graduate programs in the University. You may not take more than two MSW courses for elective credits. All electives must be approved by your advisor as contributing to your area of specialization.
When choosing electives, you should consider your areas of interest and the type of research you might pursue for your dissertation. For example, if you are considering undertaking a qualitative methodology for your dissertation it is probably recommended that you enroll in a qualitative methodology class. If researchers in your area of interest often use hierarchical linear modeling (HLM) as a statistical procedure in conducting their research and you would like to incorporate the same procedures in your analysis for your dissertation, it is probably recommended that you enroll in advanced statistical courses that would allow you to learn this procedure. It is further advised that when choosing your electives, you should consider your workload. In any case, it is important to discuss your electives with your advisor and incorporate his or her advice into your course selections.

Grades in Course Work

As a doctoral student you are required to maintain a grade point average of 3.00 or better in all course work. If you receive a grade lower than B- in a required course, the course will have to be repeated. Whether the courses are required or elected, more than one grade of C+ or lower will be the basis for formal Academic Review.
Grading Policy

In accordance with University of Pittsburgh policy, each department may identify the grading options it deems acceptable for the department and the courses it offers based upon the University approved grading options. The School of Social Work has developed departmental guidelines on incomplete coursework; this policy is in compliance with all of the University of Pittsburgh’s grading policies. For a detailed discussion of the University’s grading system and options, please refer to the University of Pittsburgh Grading Policies for Graduate Students at: http://www.pitt.edu/~graduate/reggrades.html

Scope

The following policy establishes regulations regarding the completion of requirements for a course in which a “G,” “I” or “W” grade was assigned.

Definitions

“G” Grades: The “G grade may be assigned by the instructor for coursework that should have been completed within the term in which the course was taken but, was not completed by the student due to extenuating circumstances.

“I” Grades: The “I” grade is appropriate in cases where, by design, the course work is not time-bound to one term and as such, a final grade can be given upon completion of the stipulated course work.

“W” Grades: A student may withdraw from a registered School of Social Work course if the withdrawal occurs no later that the 9th week of a full term or the 4th week of the Summer Session. You earn no credit or grade for withdrawn classes.

Procedures and Completion Policies

“G” Grades:

In order to request consideration for a “G” grade the student should:

• inform the instructor in writing, except under emergency conditions;
• state reasons for needing this consideration and;
• be prepared to present evidence substantiating the unique conditions necessitating this request.

Note: It is at the discretion of the instructor for the course to accept or reject a student’s request for “G” grade consideration.

If a “G” grade is granted, the student will have a total of six weeks into the following term from which the “G” grade was awarded to complete the required coursework. The six week time limit may be extended by the course instructor for:

• personal emergency or;
• extended illness beyond the usual six-week period for completing the work.
The time extension may last for up to one year from the time the “G” grade was originally recorded. Thereafter, the “G” grade will permanently remain on the student’s transcript.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation date with a one credit minimum registration requirement in the term of graduation.

“I” Grades:

If granted an “I” grade the student has one year from the end of the term in which the “I” grade was received to complete the coursework. The “I” grade cannot permanently remain on the student’s transcript and must be changed by the course instructor within the one year period. Exceptions to this policy can be made under the following circumstances:

- extended illness beyond the one year period;
- death or extended personal emergency if the student does not return within the next term following the one year period and;
- doctoral student engaged in dissertation writing.

A Student must request an “I” grade extension in writing from his/her instructor stating the reason for the extension request. The extension request letter, instructor’s approval of the extension, and the length of time for which the extension will be valid will be placed in the student’s file.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation date with a one credit minimum registration requirement in the term of graduation.

In order to remain in compliance with this policy, a doctoral student taking a full course load (12 credits) will not be permitted to have more than one “G” or “I” grade on their transcript for more than one academic year at any given time. Students who exceed the one course limit will be at risk of losing partial or full funding. This policy does not apply to “G” or “I” grades permanently on a student’s transcript when the student has re-taken and successfully completed that course.

After one year, if the I or G has not been completed, the course must be repeated, unless extenuating changes negate this action.

“W” Grades:

A student may withdraw from a registered School of Social Work course and receive a “W” grade if the withdrawal occurs no later than the 9th week of a full term or the 4th week of the Summer Session.

After the 9th week of the term (4th week of the summer session), a student will be permitted to withdraw from a course only in extraordinary circumstances and permission from the Associate Dean.
If a student wishes to withdraw from a course after the deadline date for add-drop but prior to the end of the 9th week of the term (or 4th week of the summer session) he/she must complete a “Monitored Withdrawal Request” form. This form is available in the Recorder’s Office, 2110 Cathedral of Learning.

Completion of the above process will result in the entry of a “W” grade on the student’s transcript. If a student stops attending a course and does not initiate and complete the withdrawal procedures, he/she may be assigned an “F” grade for the course.
Outline of Doctoral Curriculum

Note: Please refer to the School of Social Work website (www.socialwork.pitt.edu) and the Doctoral Student Handbook for the most updated information regarding the doctoral curriculum.

Year 1

Fall Semester
Research Methods I (SWRES 3020) [3]
Inferential Statistics (SWRES 3029) [3]
Theory I (SWGEN 3034) [3]
Teaching Seminar (SWGEN 3066) or Elective [3] (offered every other year)
Doctoral Seminar [0]
GSA 20 hours/week

Spring Semester
Multivariate Statistics (SWRES 3021) [4]
Theory II (SWGEN 3044) [3]
Elective [3]
Elective [3]
Doctoral Seminar [0]
GSA 20 hours/week

Year 2

Fall Semester
Capstone Research Seminar I (SWRES 3022) [1]
Research Methods Elective or Advanced Statistics Elective [3] (from outside of SSW)
Teaching Seminar (SWGEN 3066), Elective, and/or Directed Study [3]
Elective and/or Directed Study [3]
GSA 20 hours/week

Spring Semester
Social Policy Analysis (SWWEL 3037) [3]
Capstone Research Seminar II (SWRES 3023) [3]
Elective [3]
Research Methods Elective or Advanced Statistics Elective (from outside of SSW) [3]
GSA 20 hours/week

Summer Semester
Summer commitment includes preparation for the Comprehensive Examination from May through August and/or September. The oral defense of the Comprehensive Examination will occur in August and/or September.

Year 3

Fall Semester
Begin work on Overview, possibly defend by term end
Alternatively, work on dissertation support, take courses, directed research, prepare and submit articles
GSA, TA, or Adjunct teaching
Spring Semester

If Overview passed in Fall, begin dissertation research;
Alternatively, work on dissertation support, take courses, prepare and submit articles; complete and defend Overview
GSA, TA, or Adjunct teaching

Year 4

Fall Semester
Dissertation Research
External dissertation fellowship, Adjunct teaching

Spring Semester
Complete and defend dissertation
External dissertation fellowship, Adjunct teaching
Joint MSW/PhD Sample Plan of Study

Note: Please refer to the School of Social Work website (www.socialwork.pitt.edu) and the Doctoral Student Handbook for the most updated information regarding the Joint MSW/PhD Program.

Year 1

Fall Semester
Foundation Courses (MSW) [12]
Foundation Field Placement [3]
Doctoral Seminar [0]
GSA 20 hours/week

Spring Semester
Two Concentration Courses (MSW) [5-6]
Foundation Field Placement [3]
Policy Elective (Ph.D.) [2-3]
Doctoral Seminar [0]
GSA 20 hours/week

Summer Semester
Elective (for doctoral curriculum) 3 credits

Year 2

Fall Semester
Research Methods I (SWRES 3020) [3]
Inferential Statistics (SWRES 3029) [3]
Theory I (SWGEN 3034) [3]
Teaching Seminar (SWGEN 3066) (Offered every other year) or Elective [3]
GSA 20 hours/week

Spring Semester
Multivariate Statistics (SWRES 3021) [4]
Theory II (SWGEN 3044) [3]
Elective [3]
Elective [3]
GSA 20 hours/week

Summer Semester
Concentration Field Placement (MSW)

Year 3

Fall Semester
Evaluation of American Social Welfare History and Policy (SWWEL 3030) [3]
Capstone Research Seminar I (SWRES 3022) [1]
Research Methods Elective or Advanced Statistics [3] (from outside of SSW)
Teaching Seminar (SW3066) or Concentration Course (MSW) [3]
Concentration Field Placement
GSA or TA 20 hours/week
Spring Semester
Social Policy Analysis (SWWEL 3037) [3]
Capstone Research Seminar II (SWRES 3023) [3]
Concentration Course (MSW) or Elective
Research Methods Elective or Advanced Statistics [3] (from outside of SSW)
GSA or TA 20 hours/week

Summer Semester
Elective (if 4 electives not taken by this time) [3]
Summer commitment includes preparation for the Comprehensive Examination from May through August and/or September. The oral defense of the Comprehensive Examination will occur in August and/or September.

(Note: Years 4 and 5 will match Years 3 and 4 of the regular-track doctoral program.)
Joint MPH/Ph.D. Sample Plan of Study

As this program is being revised, Please refer to the School of Social Work website (www.socialwork.pitt.edu), the Doctoral Student Handbook, and Graduate School of Public Health website (http://www.publichealth.pitt.edu) for the most updated information regarding the Joint MPH/PhD Program.
Course Descriptions

Doctoral Seminar [0]
A required seminar in the first-year of the doctoral program, the purpose of the doctoral seminar is to acquire knowledge and develop competencies in the application of theory driven research methods and the use of an appropriate theoretical framework in social research. Students will dialogue with academic scholars whose theory driven research applications and areas of expertise are directly and/or indirectly related to social research, social policy, and/or social work practice.

SWRES 3020 - Research Methods 1 [3]
This course explores the basic concepts and principles of empirical research as a method of seeking answers to issues relevant to social work practice. We focus first of the goals and methods of research, and the decisions that researchers make in shaping their research design. We will examine empirical articles exemplifying these research strategies, and students will have a chance to apply these concepts to a series of written assignments throughout the semester. Survey research methodology will be emphasized.

SWRES 3021 - Multivariate Analysis [4]
This course introduces students to methods of data analysis that allow researchers to explore the relationships among larger sets of variables. Among the techniques discussed are multiple regression and path analysis, analysis of variance, and factor analysis. Emphasis will be on the use of computerized statistics packages for obtaining and interpreting data, and assignments are designed to allow students to practice these skills.

SWRES 3022 – Research Methods: Capstone Seminar I [1]
This second-level research seminar builds on the first-year research foundations courses of SWRES 3020, 3029, and 3021. Each student will generate a theoretically-driven, testable research model of at least three variables. During this term, students will develop their model and review relevant theoretical and empirical literature, develop and pretest the survey instrument, and begin data collection. In addition to learning and applying survey research methodology, this seminar will examine the special contributions and challenges of qualitative research methods and use of secondary data.

SWRES 3023 - Research Methods: Capstone Seminar II [3]
This final research course will focus on data analysis strategies. Research projects that each student began in SWRES 3022 will provide the empirical base for examining the psychometrics of scales and for testing of hypotheses and models. Additional topics include meta-analysis, analysis of large data sets, and use of computer software for qualitative data analysis.

SWRES 3024 – Directed Study – Research Practicum [3]
Provides students an opportunity to work with faculty on research projects carrying out specific research skills leading to publication of findings.

SWRES 3029 – Inferential Statistics [3]
SWRES 3029 has as a prerequisite a descriptive statistics course. This course places inferential statistical principles in the framework of social science and social work research. This statistical principles and procedures are demonstrated and carried out, using computer programs, primarily the SPSS package.

SWGEN 3044 – Theory I [3]
Introduction to social science theories relevant to social work research; critical analysis of theories; implications of epistemology for methodology; special attention to theories related to the social environment.
SWGEN 3053 – Theory II [3]
Prerequisite: SWGEN 3044 – Theory 1. Continuation of critical examination of theories; special attention to theories related to individuals and families in the social environment; development of theory base for student’s research.

SWGEN 3066 – Seminar in Social Work Education [3]
History of social work education, accreditation, and design of foundation curriculum. Selecting educational objectives, teaching methods, evaluation of student performance, and careers in social work education.

SWGEN 3088 – Special Topics (offerings will change each semester) [3]

This course focuses on the history and development of the social welfare system in the USA. Attention will be paid to: the concepts used to discuss and explain social welfare institutions’ policies and programs; the mechanisms and structures used to deliver social services; and the factors that have tended to constrain or facilitate the attainment of social justice. We will trace the development of social welfare policy within the context of the social and political economy of the period.

SWWEL 3037 – Social Policy Analysis [3]
This course will attempt to provide students with theoretical and conceptual frameworks for understanding social welfare policy. These frameworks will be applied to issues of current social welfare policy such as income maintenance, health, and the like.

SWWEL 3057 – Mental Health and Public Policy [3]
Historical development of mental health policies, the structure of the mental health delivery system, and the policies and legal base that guide it. Special emphasis is given to how policies affect the care of persons with chronic mental illness.

SWWEL 3059 – Child and Family Policy [3]
The responsibility of a society for the well-being of its children is the basis for a vast body of public policy, enormous public expenditures, and much public debate. This course will examine the interaction between public child welfare policies and other child and family oriented policies in our society; the history of services for children and their families; federal and state legislation; court decisions, and regulations regarding child protection and child welfare; public and private programs and services in existence or needed to provide for the welfare of children; the roles of social workers in the child welfare system; changing family patterns and policy implications of these changes; the major needs of families to which family policies are or should be addressed; and the vehicles for formulating and implementing child and family policies.
Classes Outside of the School of Social Work

The following are classes may be of interest and meet the curriculum criteria. Students should confirm with their advisor and the Director of the Doctoral Program that the courses they select fulfill graduation requirements.

STATISTICS COURSES

Sociology

**2201 Statistical Methods** This course provides a practical introduction to statistical methods used in the social sciences. This includes exploratory data analysis, statistical inference, cross-tabulations (leading to simple log-linear models), regression methods (with both linear and non-linear models) and analysis of variance and covariance. In addition to the 'usual' statistical methods, attention will focus on statistical methods related to the study of social inequalities. This includes material on the shapes of distributions and the measurement of inequality. Empirical data will be used throughout the course and there will be plenty of 'hands on' data analyses. Two statistical packages, STATA and SPSS, will be used.

School of Education: Department of Psychology in Education

**PSYED 2014 – Statistical Methods I: Descriptive Statistics** Introduction to descriptive and inferential statistics. Topics include frequency distributions, graphs, stem-and-leaf displays, boxplots, scatter diagrams, measures of central tendency, measures of variability, correlation, regression, sampling distributions, point estimation, introduction to hypothesis testing, and introduction to interval estimation. SPSS for Windows will be used.

**PSYED 2015 - Statistical Methods II: Inferential Statistics** Continuation of PSYED 2014. Topics include one-sample and two-sample tests of hypothesis for means, variances, proportions, and correlation coefficients, regression, one-way analysis of variance, and multiple comparisons. SPSS for Windows will be used.

**PSYED 2016 - Statistical Methods III: Analysis of Variance** Topics include one- and two-way analysis of variance, multiple comparisons for main effects and interactions, analysis of covariance, multiple comparisons for adjusted means, randomized block designs, nested designs, repeated measures designs, non-orthogonal designs. SPSS for Windows will be used.

**PSYED 2018 - Statistics I: Descriptive and Inferential Statistics** Introduction to descriptive and inferential statistics. Topics include frequency distributions, graphs, stem-and-leaf displays, boxplots, scatter diagrams, measures of central tendency, measures of variability, correlation, sampling distributions, point estimation, introduction to hypothesis testing, introduction to interval estimation, chi-square analysis, one-sample and two-sample tests of hypothesis for means, variances, proportions, and correlation coefficients. SPSS for Windows will be used.

**PSYED 2019 - Statistics II: Analysis of Variance** Topics include one- and two-way analysis of variance, multiple comparisons for main effects and interactions, analysis of covariance, multiple comparisons for adjusted means, randomized block designs, nested designs, repeated measures designs, non-orthogonal designs, and linear regression. SPSS for Windows will be used.

**PSYED 2410 – Applied Regression** Study of simple linear regression, multiple regression, multiple and partial correlation, model specification, prediction-selection techniques, dummy variables, interaction, and an introduction to logistic regression. SPSS for Windows will be used.

**PSYED 3410 – Regression Analysis** Various types of regression analyses will be covered such as simple linear regression, multiple regression, nonlinear regression, and logistic regression. Model selection, validation, residual analysis, diagnostics, and remedial measures of regression analyses will be discussed. Some of the remedial measures that will be
covered are robust regression, ridge regression, and bootstrapping. Regression analyses of qualitative and quantitative predictors as well as interaction effects of these variables will also be covered. These topics will use matrix algebra which will be introduced in class. SAS will be used. Prerequisite: PSYED 2016, 2019 or equivalent

**PSYED 3412 – General Linear Model**  Various types of analysis of variance will be introduced from the General Linear Models framework. One-way, two-way, higher-order ANOVA and ANCOVA using within-subjects, between-subjects, and mixed designs will be covered. Simple effects (simple main effect, simple comparisons, marginal comparisons, and interaction contrasts) analyses will also be discussed. Issues related to equal and unequal sample sizes as well as ANOVA diagnostics and remedial measures (e.g., transformation and weighted least square) will be covered. Some of the advance topics include incomplete design, fractional factorial, Latin square, and nested designs. These topics will use matrix algebra. SAS will be used. Prerequisite: PSYED 2016, 2019 or equivalent

**PSYED 3413 – Nonparametric Statistics**  Covers a number of flexible inferential techniques outside the realm of classical normal-theory tests. Two general areas are covered: 1) contingency table analysis, and 2) one, two, and K-sample procedures for testing for between-group differences, multiple regression, and analysis of covariance. At the conclusion of the course, students should be able to critically choose between normal-theory and nonparametric tests using analytic and empirical criteria, and to correctly interpret the results of the nonparametric tests.

**PSYED 3414 – Qualitative Data Analysis**  Provides students and research workers in the behavioral sciences with an introduction to the logical and mathematical rationale of procedures for analyzing qualitative data. The course should be of interest to researchers who utilize qualitative information as supplementary data in a study, as well as to those who systematically analyze and interpret open-ended or other types of classification data as the primary evidence in their studies.

**PSYED 3416 – Multivariate Statistics**  Topics include an introduction to the multivariate normal distribution, Q-Q plots, and Box-Cox transformations and assumptions for applying multivariate linear models. The analysis of two group designs, MANOVA, MANCOVA mixed models, repeated measurement designs and seemingly unrelated regression (SUR) models are analyzed in the course. Also included are the exploratory data analysis techniques of principal component analysis, discriminant analysis, canonical correlation analysis, cluster analysis, and multidimensional scaling. SAS for Windows will be used.

**PSYED 3417 – Structural Equation Modeling**  This course will introduce structural equation modeling (SEM). Some fundamental materials necessary for SEM will be reviewed; i.e., matrix algebra, covariance algebra, multiple regression, and factor analysis. SEM is a family of techniques. Some of the different SEM techniques that will be discussed include path analysis, confirmatory factor analysis, general SEM, and mediation/ moderation models. Advance SEM techniques will also be discussed, e.g., mean and covariance SEM, latent growth curve models, multi-sample/multi-group SEM, dealing with missing and non-normal data, and mixture modeling.

**PSYED 3486 – Advanced Topics in Statistical Methods**  Special topics to cover specific statistical procedures and issues. May be arranged around interests of students enrolled.

**School of Public Health: Department of Biostatistics**

**BIOST 2011: Principles of Statistical Reasoning**  This is the Biostatistics core course for the Graduate School of Public Health. Students obtain an understanding of the concepts of statistical reasoning as applied to the study of public health problems. This includes learning basic terminology and its meaning, the calculations of various statistical measures and indices, quantification of health relationships and the interpretation of inferential statistical techniques. (admission by permission of instructor for Summer Session); **Prerequisite:** college algebra or a higher-level math course with a grade of C or better
BIOST 2013: Longitudinal Data Analysis  The course will cover statistical aspects of analyzing longitudinal data, i.e. data collected on a cohort of individuals, for each of whom the value of a response variable is determined at various points in time. Emphasis will be placed on examples from the biological sciences and medicine. Modeling of both continuous and discrete response variables will be addressed. **Prerequisite:** BOST 2043 or BOST 2044 and BOST 2049 or BOST 2083; some background in multivariate analysis will be helpful; a working knowledge of linear algebra and calculus is assumed.

BIOST 2041: Introduction to Statistical Methods 1  This course is an introductory applied biostatistical course for students needing a more comprehensive approach than provided in the Core Course (BIOS 2011). Topics covered include probability, confidence intervals, estimation and hypothesis testing. Statistical procedures covered include t-test, contingency tables, analysis of variance, linear regression and basic nonparametric procedures. **Prerequisite:** college algebra

BIOST 2042: Introduction to Statistical Methods 2  This course constitutes the second part of the basic sequence of applied statistical methods (components BIOS 2041). The course covers nonparametric methods, multiple linear regression, odds ratios, relative risk, logistic regression, methods in survival analysis (Kaplan-Meier, lifetable analyses, Cox proportional hazards models), multiple comparisons procedures, the general linear contrast, multi-way ANOVA (general fixed effects model, factorial design, qualitative and quantitative interactions, randomized blocks, random effects models, repeated measures) and analysis of covariance. **Prerequisite:** BOST 2041; or permission of instructor

BIOST 2043: Introduction to Statistical Theory 1  Basic introduction to statistical theory. Topics covered include joint, marginal and conditional probabilities; moment generating and characteristic functions; transformation of variables; convergence of random variables; law of large numbers; and the central limit theorem. **Prerequisite:** MATCH 0240; or permission of instructor

BIOST 2044: Introduction to Statistical Theory 2  Continuation of the introduction to statistical theory introduced in BIOS 2043. Topics covered include sufficiency, completeness, Rao-Cramer's inequality, fundamentals of hypothesis testing, Neyman-Pearson Lemma, and likelihood ratio tests. **Prerequisite:** BOST 2043

BIOST 2045: Analysis of Case-Control Studies  Teaches methods to study health problems in community population groups. Covers measures of disease occurrence and association for various study designs; classical analysis of grouped and matched case-control studies. Both conditional and unconditional logistic regressions are covered. Methods are given for analyzing a variable number of controls for each case, assessing the effect of multiple expansive levels, and assessing model fit. **Prerequisites:** BOST 2041, 2042; or BOST 2041, 2042 concurrently; or permission of instructor

BIOST 2046: Analysis of Cohort Studies  This introductory applied course in statistical modeling focuses on regression methods for the analysis of cohort data. Topics include the generalized linear model and generalized estimating equations (with emphasis on logistic and Poisson regression), and Cox regression with time-dependent covariates. Students analyze several cohort data sets, assess the adequacy of their models, and interpret their results. **Prerequisite:** BOST 2042; and BOST 2049

BIOST 2049: Applied Regression Analysis  Covers the basics of classical and modern regression techniques. Topics covered include multiple regression, indicator variables, multicolinearity, selection of a best model, influence diagnostics, and nonlinear regression. **Prerequisite:** BOST 2042; or permission of instructor

BIOST 2052: Multivariate Analysis  Topics covered include the multivariate normal distribution, estimation of the mean vector and covariance matrix, distributions and uses of simple, partial and multiple correlation coefficients, the generalized T2 statistic, the distribution of the sample generalized variance, multivariate analysis of variance and the multivariate Behrens-Fisher problem. Multivariate methods are applied to repeated measures analysis, factor analysis, and discriminant analysis. The beginning of the course emphasizes theory. Later applications and computational methods are emphasized. Several lectures are devoted to the review and presentation of current and classical literature involving methods in multivariate analysis. **Prerequisite:** BOST 2044; or permission of instructor
BIOST 2053: Nonparametric Methods in Statistics  Order statistics and quantiles: the U statistic and Hoeffding’s theorem; ranks and mid-ranks; Kendall’s and Spearman’s rank correlation coefficients; the sign test; Kolmogorov-Smirnov and Cramer-Von Mises tests of goodness of fit; rank (order) test; Mann-Whitney (Wilcoxon) rank test; the several-sample problem; the Mood Brown median test; Mood’s median test; the Kruska-Wallis H test; Friedman’s test; efficiency of nonparametric tests; Pitman efficiency of tests. **Prerequisite:** BIOST 2044; or permission of instructor

BIOST 2054: Survival Analysis  Covers the basic theoretical aspects of various models to analyze "time to event" data. Introduces basic concepts such as the survival function, hazard function, left and right hand censoring, and common parametric models for analyzing survival data. Also includes the proportional hazards model with fixed and time dependent covariates, the stratified PH model, regression diagnostics for survival models, additive hazards regression models and multivariate survival models. **Prerequisite:** BIOST 2044; or permission of instructor

BIOST 2083: Linear Models  Teaches linear model techniques for analyzing balanced and unbalanced data. Basic topics covered include properties of quadratic forms, noncentral chi-square and F distributions, best linear unbiased estimations, and likelihood ratio test. Also covers generalized inverses, models of full rank, orthogonal contrasts with unbalanced data, regression on dummy variables, analysis of covariance; and analysis of variance components. **Prerequisite:** BIOST 2044, BIOST 2081; or permission of instructor

BIOST 2084: Discrete Multivariate Analysis  This more advanced course on modeling multivariate categorical data focuses on the theory and methods underlying both asymptotic and exact inference. Log-linear models, models for ordinal and multinomial data, exact logistic regression, and extensions of generalized linear models to correlated discrete data are emphasized. **Prerequisite:** BIOST 2044; and BIOST 2046

BIOST 2085: Applied Time Series Analysis  Covers time series, estimation in the time domain, forecasting, and spectral analysis. Stresses computer application with real data sets. **Prerequisites:** BIOST 2043, an introductory course in computing; or permission of instructor

BIOST 2086: Applied Mixed Models Analysis  Mixed model analysis provides a new approach to modeling which allows one to relax the usual independence assumption and take into account complicated data structures. This course will consider all types of mixed models into a general framework and consider the practical implications of their use. Topics will include; normal mixed models, generalized mixed models, and mixed models for categorical data, repeated measures data analysis and cross-over trials with mixed models. Software for fitting mixed models will be discussed. **Prerequisites:** BIOST 2083; or permission of instructor

BIOST 2093: Data Management and Analysis  Students obtain a working knowledge of two statistical analysis software packages, SAS and SPSS. Emphasis will be placed on the basics of data management of files, data manipulation, basic data display, descriptive statistics, frequency distributions, and graphical display of data. Although the Windows environment will be discussed, emphasis will be placed on the writing of program code.

BIOST 2095: Introduction to Database Management Systems  Students will obtain an understanding of database models with a specific working knowledge of databases used on the PC. Microsoft Access running under Windows will be used to exemplify the concepts, techniques and examples. Students will learn to design, create and modify databases. In addition, they will learn how to query the database, generate reports, create subsets of the data, and import and export files. The basics of database applications design and development will be presented. The concepts presented are universal and applicable to other database management systems.

BIOST 3023: Geographic Information Systems & Spatial Data Analysis  This course covers the use of GIS and spatial data analysis techniques in empirical public health research. Basic descriptive and analytical functions of GIS are introduced along with spatial and geographic concepts. The interrelationship between GIS and spatial data analysis will be
demonstrated through the use of specialized GIS and spatial data analysis software with a particular emphasis on the study of spatial patterns and spatial autocorrelation in public health research.

ADVANCED METHODS COURSES

Sociology

2202 Quantitative Methods: Complementing courses on qualitative methods, research design, computer methods and statistics, this course will provide an overview of quantitative research methods in the social sciences. Topics will include specification of researchable questions, experimental and quasi-experimental research. The course will concentrate on survey research issues such as sampling, measurement, questionnaire construction and item writing, and collection and organization of data. The issues will be illustrated by sociological literature. Students will be trained in analyzing social data.

2203 Qualitative Methods: This course will offer an overview of qualitative research methods in the social sciences. It will emphasize interpretive approaches to social research, and cover the empirical research process from the beginning to end. Key topics include issues inherent in many types of research such as conceptualization, operationalization, data collection, analysis, synthesis, interpretation, and theory construction. Problems of doing research in natural settings will be addressed. The uses of triangulation and combining qualitative and quantitative research will also be considered. Students will carry out their own empirical projects using specific qualitative techniques, such as the interview and participant observation. Graduate students in the PhD program are required to take both Qualitative Methods and Quantitative Methods.

2205 Research Design: Sociology uses many forms of research methods. These range from large-scale quantitative surveys to in-depth qualitative participant observation studies. Designing a research project involves selecting methods appropriate for the research problem, taking account of resources, what is already known, and other factors. This course will cover the conceptual, philosophical, and technical issues that sociologists must deal with to design a research project. Required for first-year graduate students in sociology.

School of Education: Department of Psychology in Education

PSYED 2001 - Introduction to Research Methodology Introduces basic language and concepts of empirical research with emphasis on the applicability of research methodology (statistics, measurement, design, and evaluation) for improvement of professional practice in education.

PSYED 2030 – Experimental Design Topics include characteristics of experimental research, steps for implementing an experiment, internal and external validity, classification of experimental designs, and design techniques such as random sampling, random assignment, blocking, analysis of covariance, and gain scores.

PSYED 2072 – Educational and Psychological Measurement Introduction to basic principles of measurement and a survey of educational and psychological testing. Topics include validity, reliability, item selection, and referencing (both norm and criterion); interpreting factor analysis of test scores; using tests in decisions; social and ethical issues in testing; theories of intelligence and their relation to intelligence testing; and tests of personality.

PSYED 2519 – Qualitative Methods of Research and Assessment Qualitative methods will be studied as they provide a continuum of application from clinical assessment to formal research. Emphasis is placed on the value of the qualitative approach to professionals who wish to personally understand, engage and collaborate with the individuals and groups they work with, including children, youth, and family members with differing social, ethnic and personal backgrounds. Students will become familiar with a variety of qualitative methods with special attention given to developmental issues in the assessment of children and youth. Learning in the course is assumed to be an active, experiential, social process where students are engaged using qualitative methods with the support and critical reflections of classroom colleagues.
**PSYED 3030 – Quasi-Experimental Design**  Topics include characteristics of quasi-experimentation, classification of quasi-experimental designs, nonequivalent control group designs, interrupted time-series designs, statistical analysis of data from quasi-experimental designs, and design techniques such as matching and ancova.

**PSYED 3418 – Meta-Analysis in Educational Quantitative Research**  Introduction to a methodology for conducting quantitative literature reviews in which the outcomes of empirical research studies are aggregated.

**PSYED 3430 – Case Study and Single Subject Research**  Addresses a number of methodological issues related to the design and analysis of single subject studies. The rationale and philosophy of these designs in educational and psychological research is examined in detail. Nonparametric techniques are used to analyze single subject data to the exclusion of classical (e.g., time series) methods. The complementary roles of quantitative and non-quantitative data analyses are emphasized.

**PSYED 3420 – Computer Applications to Research Methodology**  Examples of the application include Monte Carlo techniques, statistical computing and programming, and computer testing. Students may work on independent projects for the application selected. Consult with the instructor for the application selected before registering. Prerequisite: 2016 and experience with one computer programming language.

**PSYED 3471 – Constructing Questionnaires and Conducting Surveys**  Presentation of practical considerations in the construction of questionnaires including questionnaire blueprint, selection of item types, wording of items and length of instrument. Discussion of conducting surveys including selection of sample, cover letter, mailing or interview procedures, follow-up methods.

**PSYED 3475 – Psychometric Theory**  Basic course in classical and modern psychometric theory. Topics include basic formulations, composite tests, validity and reliability, test length, factors affecting precision, estimation, prediction, item parameters, test construction, and test equating. Both criterion-referencing and norm-referencing applications are included.

**PSYED 3476 - Generalizability Theory**  Generalizability theory (G-theory) is an extension of classical test theory and allows for the existence of multiple sources of error through the application of ANOVA procedures. By assessing each source of error, the student can better characterize the measurement and improve research designs. G-theory can be applied to a broad range of measurement, evaluation, and testing issues in education and psychology. Course covers the principle applications and uses of generalizability theory in norm-referenced and domain-referenced testing.

**PSYED 3477 – Item Response Theory**  Continuation of PSYED 3475. Advanced measurement topics in item response theory models and their applications to achievement, aptitude, and attitude measurement. Includes one-, two-, and three-parameter models; item and test information functions; test characteristic curves; test design; item fit and selection; tests for un-dimensionality and model fit; IRT equating; adaptive testing strategies; item banking; and Bayesian, maximum likelihood, and EM estimation. Reviews major computer packages for IRT parameter estimation.

**PSYED 3484 – Advanced Topics in Measurement**  Seminar on specialized topics in educational and psychological measurement organized around faculty and student interests (e.g. test equating). Students may request a specific seminar series on topics not covered by ordinary course offerings.

**PSYED 3485 - Advanced Topics in Research Design**  Includes new strategies in research design, and application of mathematical and behavioral design models for educational research. Topics vary each term according to interests of the students enrolled.

**PSYED 3489 – Special Topics in Research Methodology**  Special topics in research methods presented in seminar format.
PSYED 3532 – Family Research Methods and Issues  This course is designed to introduce students to the major areas of research in the family and issues raised in family research. Students will survey the major factors related to family functioning and the ways these factors have been studied. A variety of research methodologies will be presented, including experimental, correlation, and qualitative strategies. Assessment techniques and instruments currently used in family research will be illustrated and discussed

School of Public Health: Department of Biostatistics

BIOST 2016: Introduction to Sampling  Presents practical sampling methods and their theoretical background. Covers simple random, stratified, systematic, and simple stage cluster sampling techniques; also, ratio, regression, and difference estimation. Emphasizes sampling human populations in large communities. Prerequisite: BOST 2011 or BOST 2041; or permission of instructor

BIOST 2017: Advanced Sampling Methods  Continuation of Biostatistics 2016 (Introduction to Sampling). Focus is on the design and evaluation of complex sample surveys and other observational and experimental studies involving repeated measures and cluster-correlated data. Topics include: the effect of multiple sampling stages, stratification, clustering, unequal probability sampling and non-sampling errors on estimation inference; sample weighting and imputation; capture-recapture estimation; adaptive sampling and telephone sampling. Prerequisite: BOST 2016 and BOST 2041 and BOST 2042 and BOST 2043 and BOST 2044 and BOST 2049 and BOST 2081 and BOST 2092

BIOST 2035: Experimental Design  This course covers a broad perspective of experimental designs covered in public health including various ANOVA designs, case-cohort studies, case-crossover studies, cross sectional studies, prospective and retrospective cohort studies, randomized clinical trials and meta analysis. The advantage and disadvantages of the various studies are discussed and emphasis is placed on selection of the appropriate study, sample size estimation and controlling for sources of bias and reduction of variability. Prerequisites: BOST 2042 and BOST 2049

BIOST 2037: Psychometrics  This course will introduce classical and modern psychometric approaches, with a special emphasis on instrument development and validation in health care research settings. Item analysis and scale development methods, including factor analysis and item response theory, will be highlighted.

BIOST 2062: Clinical Trials: Methods and Practice  Course consists of two weekly lectures, posted on the web in advance, and two in-class sessions which consist of questions and answers related to the web-based information, problem-solving, or discussion of case studies. It covers fundamental concepts in the design and conduct of modern clinical trials. Topics include: experimental designs for safety and efficacy trials, quantitative methods for design, interim monitoring, and analysis of randomized comparative clinical trials including crossover, factorial and equivalence designs. Ethical, organizational, and practical considerations of design and conduct of single and multicenter studies are integrated in lectures and case studies. The course also covers international guidelines on statistical considerations for drug development, guidelines adopted for publication of trials in major medical journals, and recommended approaches for meta-analyses. Prerequisites: The equivalent of a one-term course in introductory biostatistics is recommended. Permission of instructor.

Political Science

PS 2020: Empirical Methods of Research  This seminar is the second in a three-course methodological sequence required for graduate students in political science. It introduces students to techniques of research design and analysis, and is designed to enable students to read and understand empirical social science research. Problems of scientific method, concept formation, measurement, and statistical inference are explored; students learn to use some of the statistical techniques common in political research.
PS 2030: Political Research and Analysis  This course aims to provide the student with (1) the ability to read, interpret, and criticize virtually any piece of political science research using quantitative methods and (2) the ability to design and carry out original research applying quantitative methods to relevant data.

MISCELLANEOUS

Sociology 2203  Qualitative Methods (Fall)
Psychology 2104  Qualitative Research Methods
Public Health BCHS 3007  Ethnographic and Qualitative Methods (Fall)
Public Health BCHS 3008  Qualitative Research Methodology
Education 2204  Qualitative Methods of Research and Assessment (may be listed as PSYED 2519)
Education 3012  Qualitative Data Management, Analysis, & Presentation (Spring)
PSYED 3414  Qualitative Data Analysis
Nursing 3022  Qualitative Research Methods
GSPIA 3050  Practicum in Qualitative Research (Spring)
Course Registration

The Recorder’s Office informs students of the dates for course registration by putting flyers in the student mailboxes on the 22nd floor or by sending out an email. In addition to the aforementioned social work courses, you have access to the classes throughout the university. Go to the Office of the Registrar’s website to see a complete listing of all available courses. You should keep in mind that you can only register for two 2000-level classes during your tenure as a Ph.D. student (2000-level advanced statistical research classes such as those offered within the BioStatistics Department are considered 3000-level). You should contact the Doctoral Program Director if there are any questions about the course schedule and whether or not classes are appropriate. If a class has been approved as either an advanced research level class or a Ph.D. class, you should save any correspondence that includes the approval. You should also consult with your advisor regarding the schedule of classes and which ones are appropriate for your interests.

Online Registration

Students are responsible for registering for classes online. To register for classes, do the following:

1. Check when the university has your enrollment appointment listed (your "enrollment appointment" is the date and time when you can begin to enroll online). To do this, go to www.my.pitt.edu and click the Link to Student Center. Then click Self Service, then click Student Center. Once in your Student Center, your enrollment appointment will be listed in the box entitled Enrollment Dates on the right-hand side of the page.

2. Schedule an appointment with your advisor prior to your online enrollment date and time. During the appointment, your advisor will review with you your program, interests, and career goals. You and your advisor will develop a course schedule both to meet your needs and to satisfy the basic curriculum requirements. Once you have met with your advisor and planned your schedule, the "Academic Advisement Service Indicator" will be removed by your advisor. This will allow you to complete self-registration on your enrollment appointment date. Please note: You will not be able to enroll for classes until you have met with your advisor and the academic advisement service indicator is removed.

3. Complete 3 copies of the Enrollment Form in BALLPOINT PEN. Make sure that your registration information is legible. PLEASE NOTE: Do not put the title of the course in the SUBJECT area of the Enrollment Form. This space is for the Department Abbreviation listed on the Social Work Schedule of Classes under the SUBJECT Heading.

4. You will use 1 copy of the Enrollment Form to complete self-registration on your scheduled enrollment appointment date and a second copy will be retained by your advisor. The third copy should be given to Marcia Piel.

5. Please note, students planning to be graduated in should be sure to complete a Graduation Application. Graduation applications MUST be submitted to Marcia Piel (2110 C.L.). Failure to submit an application by the deadline will result in the assessment of a late fee or will prevent you from being graduated at the anticipated time. You will also need to have any incomplete grades changed to reflect the completion of course or field work.

Once students have finished coursework and are at the dissertation stage they register for zero credits full-time dissertation study. This allows you to use the University facilities (computer labs, libraries, etc.) while working on your dissertation.

Schedule of Classes - Office of the Registrar
http://www.registrar.pitt.edu/schedule_of_classes.html

When registering for classes or finding electives, it may be helpful to review the class schedule at the website for the Office of the Registrar. You can download the PDF file that lists all classes, including their days and times, available university-wide. You can also go to individual department websites for a description of classes and in some cases, sample syllabi, for classes.
Cross Registration

Pittsburgh is filled with many academic options for students due to the high concentration of other colleges and universities within Allegheny County. As such, doctoral students have the option of cross-registering for classes at neighboring colleges and universities, such as Carnegie Mellon University, Duquesne University, or Point Park University. You can access the cross registration materials by completing a special form, separate from the School of Social Work’s registration form, available from School Recorder, located on the 21st floor in the Recorder’s Office. This form requires signatures from you, your advisor, the Associate Dean of Academic Affairs, and the University of Pittsburgh’s Registrar’s Office in Thackeray Hall prior to receiving a signature from the Registrar’s Office at the “host” university. Once you have obtained all of these signatures, return the form to the Recorder who will officially register you for the class. You may contact the Recorder for more information regarding cross registration and a complete list of participating colleges and universities. You may also be required to obtain a student ID or complete other paperwork at the “host” university in order to officially register as a student.

Please go to the following websites to find the course schedules for participating cross-registration universities:

Carnegie Mellon University
www.cmu.edu

Schedule of Classes website: https://acis.as.cmu.edu/gale2/open/Schedule/SOCServlet

Duquesne University
www.duq.edu

Schedule of Classes website: https://banner-ss.cr.duq.edu/banPROD/bwcKctlg.p_disp_dyn__ctlg

Point Park University
www.pointpark.edu

Schedule of Classes website: http://www.pointpark.edu/default.aspx?id=1714
Conferences

As a doctoral student you will probably find yourself attending conferences. They are a great place to be exposed to new ideas as well as network with people doing work in the areas in which you are interested. Once you get on the job market, they are also a great opportunity to interview for open positions. The two big conferences for social work academics are the Society for Social Work Research (SSWR) and the Council on Social Work Education (CSWE). Information about these two conferences, as well as that of the annual National Association of Social Workers (NASW) conference, is provided below.

You will also want to look into conferences that are in your interest area. Interested in public health? Check out the American Public Health Association Conference. Interested in juvenile justice or criminology issues? Then you may be interested in attending the American Society for Criminology annual meeting. There are conferences related to all sorts of subjects including gerontology, disabilities, child abuse, and disaster response. Talk to people in your area of interest to learn more about the conferences that you may benefit from attending. Institute for the Advancement of Social Work Research (IASWR) also announces a lot of conferences on their listserv and website: www.iaswresearch.org.

When you are exploring your conference options, keep in mind that many of the large conferences have pre-conference workshops. Some of the pre-conference workshops are skills trainings, such as grant writing or using a piece of software for data analysis. Other workshops may focus on networking and presentations about a special topic. Sometimes a pre-conference has receptions geared specifically to doctoral students.

Don’t forget – a semester paper or research project with your advisor can be easily turned into a conference presentation. You may also want to consider collaborating with other students and professors on related projects to bolster your conference attendances on your curriculum vitae.

Society for Social Work Research (SSWR)
www.sswr.org

The SSWR Conference is held annually at the beginning of the calendar year, usually in mid-January. The emphasis of the conference is on research with policy and practice implications for social work. Doctoral students often submit to present their work at SSWR, though you should know up front that the acceptance rate is not incredibly high. Students and faculty regularly get their work rejected from conference presentations, so don’t fret if your abstract isn’t accepted.

With over 500 presentations in different formats, SSWR covers a wide variety of topics. For example, a recent conference listed the focus areas as: aging, adoption, child maltreatment, mental health/mental disorders, health disparities, health promotion and disease prevention, disability, suicide, child and adolescent health and behavioral health, sexual orientation, family conflict, domestic violence, substance abuse and addiction, international social work, violence, delinquency, crime, academic failure, school dropout, HIV/AIDS and other sexually transmitted diseases, unemployment, poverty, welfare, managed care, social development, measurement, research designs, community and policy-based interventions.

If you are interested in presenting at SSWR, then probably the best thing that you can do is spend time on the SSWR website and familiarize yourself with the guidelines. SSWR provides a format for abstracts that all submissions should follow. There are a few types of presentation formats: an oral paper presentation, a symposium, a workshop, a roundtable, and a poster presentation. The abstracts are blindly peer reviewed. Make sure you check the website for deadlines and guidelines if you are interested in submitting an abstract. Remember – fellow doctoral students are another great resource. Check and see what their experiences were like and if they have advice to share. They may also be willing to help you edit your abstract!
The CSWE conference, which is referred to on their website as the Annual Program Meeting (APM), is in the fall of each year. The conference centers on social work education and doctoral students frequently present at the conference. Furthermore, many doctoral students interview for academic positions at the conference.

Guidelines for abstract submission are available on the website. You will want to become familiar with the submission criteria and eligibility guidelines. There are multiple formats in which you can present. A recent CSWE conference offered the following presentation options: curriculum and administrative workshop; electronic poster; panel; paper; poster; roundtable; skills workshop; and think tank. Make sure you review the different formats and choose what is best for your topic. One important thing to realize about the CSWE presentation is that all of the people listed on the abstract must obtain CSWE membership and attend the conference.

National Association of Social Workers (NASW)
http://www.naswdc.org

While not an academic conference, the NASW has annual, state conferences that focus on clinical issues. Additionally, the Pennsylvania chapter of NASW has an annual conference. Check out their website: http://www.nasw-pa.org. These conferences may not carry the same prestige as SSWR and CSWE in some circles of academia; however, the NASW provides another avenue to obtain presentation experience and exposure to the field of social work.
Conference Funding

The great news is that you may be able to get funding to attend these conferences! While you may not have all the expenses paid, you can often get parts of it covered. Below are some places where you may want to see if funding is available.

**Doctoral Program Funding**

The budget of the Doctoral Program often has limited funds set aside for students to attend conferences. In 2010-2011, each doctoral student was allocated up to a maximum of $400 for conference expenses. These funds are awarded to students in their second year and beyond. First-year students are eligible to receive funds if they are making a conference presentation. Below are the steps you will need to take in order to receive reimbursement for any expenses you may incur:

1. Prior to registering for the conference, officially request approval (via e-mail) to attend the conference from the Doctoral Program Director. Save a copy of this e-mail.

2. Keep all of your receipts from the conference.

3. Upon your return, bring the receipts and the e-mail giving you approval to attend the conference to the Staff Assistant to the Doctoral Program Director in CL 2110. She will type the appropriate form and contact you when the form is ready for pickup.

4. Sign the form and then take it to the School's Finance and Business Manager, in CL 2117 for processing.

If you have not received approval to attend the conference, you will not be reimbursed for your expenses.

**Doctoral Resource Funds**

- Wynne Korr Fund
- Barbara Shore Fund
- Sharon Moore Fund

Additional financial support may be available for designated purposes, such as: attending conferences, training workshops, to assist with dissertation research and graduation expenses. Doctoral Resource Funds are for supplemental purposes only, the amount is limited, and funding requires eligibility criteria. When appropriate, you should seek out the Doctoral Program Director for access to these funds. Funding will be available for your use as specified by the donors. The funds are provided through reimbursement. Therefore, in addition to the process listed above, you are required to save your receipts for expenditures and turn them in to the business office after the approved activity/event. Students should be prepared to write a hand-written thank you note to be forwarded to the donor by the Office of the Dean.

**Provost Development Fund**

http://www.provost.pitt.edu/information-on/resources.html
http://www.pitt.edu/~provost/Provost_Development_Fund.htm

Financial assistance is available from The Provost’s Development Fund. This fund is designed to assist the University of Pittsburgh in achieving diversity in its doctoral student population and eventually the professorate and is available to U.S. doctoral students who have completed required coursework and are writing the dissertation. The program, administered by the Provost’s Office, provides financial support for graduate students during the later stages of their doctoral work. Students should have completed their comprehensive examinations and must have an approved dissertation prospectus. Funding is allocated for tuition, stipends, travel and other dissertation expenses. Students must be able to demonstrate substantial financial need as they pursue advanced training. Financial assistance will be made
available on the basis of academic merit and financial need and may range from modest one-time grants to support for two academic terms. The resources available determine the number of students supported.

**Student Executive Council**
http://www.socialwork.pitt.edu/student-resources/student-executive-council/

Student Executive Council (SEC) has limited funding available for attending conferences. It is probably a good idea to talk with someone from SEC to see what their budget and funding is like. You will have to fill out a Request for Funding Form that is available online on SEC’s website. Make sure that you request funding as far in advance as possible. Funding is not guaranteed. Students who are approved for funding will need to submit their receipts / documentation to SEC for reimbursement.

**Graduate and Professional Assembly (GPSA)**
http://www.gpsa.pitt.edu/services-travel.html

The Graduate and Professional Assembly has limited monies available for students who are participating in conferences. The process is similar to the process of SEC and is outlined on their website. Students seeking funding to attend conferences need to get pre-approval and will be reimbursed after the conference. Funds are distributed on a first come, first serve basis.

**CRSP Student Paper Awards**
http://www.crsp.pitt.edu/Education.html#StudentPaper

Each year, the Center on Race and Social Problems sponsors student paper awards in which students are able to submit papers written for their classes during the fall and spring semesters that focus specifically on race-related social issues. The CRSP Student Paper Award is university-wide and the deadline is usually in May following completion of the academic year. The award provides an honorarium of $500, and you may consider using this honorarium to supplement your conference funding. Please visit the aforementioned website for more information regarding the CRSP Student Paper Awards.

**Making Conferences Affordable**

Keeping costs down takes a little bit of work and creativity. One way that students have minimized costs include traveling together so that you can share the costs of driving or taxi fares between the airport and hotels. Staying at a hotel that isn’t where the conference is being held can be a lot less expensive, and in some cases, staying just a few blocks away could save you over $100 per night. In the past, some students have booked hotel rooms on discount hotel websites such as Priceline and Hotwire, with excellent results. Also, if you register as a student volunteer for the conference you may be able to get a reduced rate or have the conference fee waived. Talk to students who have attended conferences and see how they were able to cut costs and still enjoy the conference they attended.
Institutional Review Board (IRB)

What is an ‘IRB’?

Institutional Review Boards (IRBs) have been established by the federal government to protect the rights and welfare of human subjects participating in research activities. The IRB ensures that physical, psychological, and social risks to research subjects are minimized, and that the risks associated with the research are commensurate with the importance of the research and/or the knowledge to be gained. Consistent with the ethical principles of the Belmont Report, the IRB also ensures that research subjects receive accurate, complete, and comprehensible information about the nature of the research and any associated risks, as well as their rights as research subjects. In addition, the IRB reviews human research activities to ensure that the University, affiliate institutions, and investigators are compliant with the ethical standards and the regulations governing human subject research. These regulations are summarized in the Code of Federal Regulations (45 CFR 46) from the U.S. Department of Health and Human Services and from the Food and Drug Administration (21 CFR 50; 56).

Why you might use the IRB

As a doctoral student, you will be involved in research projects with other faculty and on your own. Different types of research involving human subjects require approval of the IRB for your project to continue, so you will most likely become very familiar with the policies of the IRB during your tenure as a student and in the future as a faculty member.

IRB Resources

http://www.irb.pitt.edu

The first resource you probably want to check out is University of Pittsburgh’s IRB website: http://www.irb.pitt.edu. You may want to sign up for the IRB mailing list. About once a week they send a mailing with upcoming IRB events, helpful hits, and resources for being in full compliance of federal guidelines for research with human subjects.

The University of Pittsburgh IRB has an online Student Research Guide with samples of consent forms and protocols. It has a variety of resources that will help you figure out the requirements for your research projects.

http://www.irb.pitt.edu/studentResearch

Even though the IRB may seem a bit scary and overwhelming, there is a special person designated as the IRB Student Research Liaison who can help you figure out how to be in full compliance with your submission. They can also help determine if your study is exempt or can be expedited. You can find out more about these categories and the requirements on their website.

OSIRIS: Online Submission for Institutional Reviews

http://www.irb.pitt.edu/osiris/osiris.htm

Inevitably if you work with IRB and submit a research project, you will hear the term OSIRIS. This is the acronym for Online Submission for Institutional Reviews. All IRB proposals must be submitted online, so if you are going to submit to IRB you will have to use OSIRIS. For general information about OSIRIS and how it is used check out OSIRIS’s website:

http://www.osiris.pitt.edu

Before you can be a part of research with human subjects, the University of Pittsburgh requires that you complete two modules online that show that you understand ethical research with human subjects. It will take an hour or two for you...
to read the information and take the on-line tests. The modules are available through the website of Internet-Based Studies in Education and Research: https://cme.hs.pitt.edu. You will need to register and create an account at this link. You’ll most likely want to choose University of Pittsburgh and the School of Social Work as your affiliations. After you are logged in, you will need to click on the modules category: Responsible Conduct of Research. There are many, many modules listed under here. Most likely, you will only need to complete Research Integrity (formerly Mod 1) and Human Subject Protection in Social and Behavioral Research (formerly Mod 2B). Check with the Principal Investigator or Project Coordinator of the study that you’re working on and make sure that you don’t need to complete any other modules.
Comprehensive Exams

University-Wide Comprehensive Examination Information

The Comprehensive Examination should be designed to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline. In some programs, the comprehensive examination is combined with the overview or prospectus meeting. It should be administered at approximately the time of the completion of the formal course requirements and should be passed at least eight months before the scheduling of the final oral examination and dissertation defense. In no case may the comprehensive examination be taken in the same term in which the student is graduated. Examination results must be reported promptly to the dean's office but no later than the last day of the term in which the examination is administered. A student who is unable to complete all degree requirements within a five-year period after passing the comprehensive examination may be re-examined at the discretion of the department, program, or school.

From: “Regulations Governing Graduate Study at the University of Pittsburgh, Revised 2008”
http://www.pitt.edu/~graduate/RegulationsGovGradStudy-rev08.pdf

School of Social Work Comprehensive Examination Information

Before the student is permitted to take the comprehensive examination in the School of Social Work, he/she must have fulfilled all required coursework according to the doctoral program curriculum, 35 credits for the core and 15 electives (50 credit hours), and the minimum residency requirement, according to the University of Pittsburgh, for the doctorate.

A student who is eligible to take the comprehensive exam must do so in the first summer of eligibility, which is typically following the second year of coursework. The student may delay the examination for one year, contingent on the approval by the doctoral program director of a written request submitted by the student which outlines the rationale for the requested delay.

The comprehensive exam takes place from May through August following completion of all the aforementioned requirements. The doctoral comprehensive examination in the School of Social Work consists of:
(a) the preparation of the qualifying paper; and
(b) an oral examination on the contents of the qualifying paper.

The qualifying paper and oral examination constitute the comprehensive examination of the student’s command of his or her topic relevant to the field of Social Work. For more information regarding the comprehensive examination, please refer to the official Doctoral Student Handbook (http://www.socialwork.pitt.edu/downloads/PhDHandbook.pdf).
Obtaining Outside Funding for the Dissertation

You may want to apply for outside grants to supplement your summer funding or pay for dissertation research. The Financial and Business Manager for the School of Social Work and the Grants Manager for the Center for Race and Social Problems can help prepare your proposal and create an award-winning budget. You need to speak with the Finance and Business Manager in advance about assistance in grant writing and outside funding. The office is located on the 21st floor of the Cathedral of Learning in the Office of the Dean. Additionally, please refer to the article by Hasche, Herron, & Proctor (2009) in the bibliography section for more information regarding a listing of funding opportunities for dissertations.

When seeking funding for your dissertation, remember that some monies may be available through sources within the School of Social Work. Consider inquiring about the Wynne Korr Fund, the Barbara Shore Fund, and the Sharon Moore Fund.
Dissertation Process

Summary of the Dissertation Process: Basic Steps

These are the basic steps students take to complete the dissertation are listed below:

- Complete all doctoral course credits, core and elective courses (by the end of the second spring term for regular program students.)
- Take and pass the comprehensive examination (during summer after the second year).
- Secure a dissertation chair and collaborate with her or him to form the dissertation proposal and dissertation committee. (early in the fall of the third year)
- Recruit committee members.
- Work on the dissertation proposal and achieve endorsement of the committee chair to distribute the manuscript to the committee. Set a date for the dissertation overview defense.
- With approval of your overview by the committee, doctoral candidacy is formally granted and the dissertation research begins.
- Following data collection and data analysis, drafts are submitted to the committee chair for review and feedback.
- Upon approval of the chair, the student and the chair set up the final dissertation defense meeting. (The expectation is that this will occur during the spring term of the fourth year.)
- The student receives a “pass” evaluation from the dissertation committee, completes any required revisions, and submits the final draft electronically to the graduate school of the university.

Students should consult the official Doctoral Student Handbook for a more comprehensive description of the dissertation and requirements for completion of the dissertation process (http://www.socialwork.pitt.edu/downloads/PhDHandbook.pdf).

See also “Regulations Governing Graduate Study at the University of Pittsburgh, Revised 2008” http://www.pitt.edu/~graduate/RegulationsGovGradStudy-rev08.pdf.
Job Searching Timeline

Searching for a job takes time and energy. “Job searching” is a better description of the process than the term “job search.” “Job search” sounds a bit like “Google search,” something we do in a matter of minutes, only to find that an all-important reference has been somehow misplaced. In contrast, “job searching” suggests a process, something that occurs over time and perhaps something that doesn’t even have a clear end-point. So, the first thing to know about the job searching process is that it will take time and energy. If you know the basics, it doesn’t have to be exhausting or miserable. There is a conceptual piece to searching for jobs that pervades the timeline: at what kind of school do you want work? Top-tier research I? Teaching school? Something in-between? Do you want to have access to the best and the brightest? Do you want to be a big fish in a small pond, or do you want to be left alone so you can do your work? Answers to these questions will inform your decisions along the job searching timeline.

The job searching timeline looks involves six basic steps: (1) preliminary job searching; (2) reading the job announcements; (3) applying for a job; (4) first round interview; (5) second round interview; and (6) accepting or declining the job. Preliminary job searching goes on for up to 2 years before getting your job. You will start reading the job announcements the year before you go on the job market and then again when you are actually on the market. This process will typically happen 1 year before you want to start your job as a professor. The first round interview will normally happen over the phone, at CSWE (in October), or SSWR (in January). The second round interview, also known as the campus visit, will happen between December and March. The acceptance or rejection of the job can happen anywhere between 1 week and 2 months after interviewing for the job.

Preliminary Job Searching

The job searching starts with attending conferences. At these conferences, you’ll have the opportunity to hear presenters from various schools from around the country. If someone gives a really great talk in your area of interest, introduce yourself to him or her, and find out a bit about the school. This will serve two purposes: First, you’ll start to develop your network. Second, you’ll start to figure out which schools support the kind of work you think you’ll want to do.

Reading the Job Announcements

Schools post job announcements all-year round. However, there is a flurry of activity in the fall semester. Social work jobs are posted at CSWE (www.careers.cswe.org) and SSWR (www.sswr.org), as well as the Chronicle of Higher Education (http://chronicle.com/jobs/). The Staff Assistant to the PhD Program Director also emails job announcements regularly. You can create an account at CSWE and SSWR to receive notification when jobs that meet your criteria are posted. When the job announcements start rolling in, take time to read the job descriptions very carefully. If they are looking for someone with gerontology experience and you have none, don’t apply.

Applying for the Job

Each school asks for something different, but there are five items that most schools will ask for: (1) letter of interest; (2) CV; (3) official transcripts; (4) letters of reference; and (5) writing sample. The letter of interest displays your ability to convey a lot of important information into a short amount of space – usually no more than two single-spaced pages. Expect to spend 40 – 50 hours writing your basic letter of interest. The CV is the complete account of your professional experience. Unlike a resume, which is often shortened to one or two pages, the CV is an additive document and sometimes very lengthy. Official transcripts demonstrate your coursework and performance during your time in the Ph.D. program. You can pick up your official Pitt transcript in about 10 minutes at G-3 Thackeray Hall, but other schools can take weeks. Letters of reference are important and can take a lot of time to get together – especially if you have to write your own. Wait, what? Write my own? Some professors will ask you to write a rough draft of a letter that they can personalize. It isn’t all that unreasonable if you think about it – you know the school, your talents and skills, and
why you are a good fit better than they do. The writing sample is usually a publication. If you do not have a publication, use a paper you wrote for class. It is better to be short and sweet than long and laborious.

First-Round Interview

The first-round interview can be either a phone call or a face-to-face interview (usually at a conference). The purpose of the interview is for you to tell the committee all of the things you wrote about in your letter of interest and CV. Why? Because you are selling yourself, and because they are probably screening dozens of potential candidates. Be prepared to answer the following questions: Why are you interested in our school? What is it about [the area] that attracts you? If a research school: What is your research agenda? How would you pursue that at our school? What type of funding is available for your area? What resources do you need to pursue your research agenda? If a teaching school: What of the five teaching areas do you want to focus on? (Know what the five areas are in social work: Practice, Policy, HBSE, Research, Field).

Second-Round Interview (aka the Campus Visit)

Brace yourself. All of the hundreds of hours you have put into your application, your interviews and your hopes come down to an intense 24 hours. The campus visit is exhausting. You are “on” for about 24 hours. Every conversation is an interview, whether it is a chance meeting in the hall with a faculty member, or the official meeting with the provost. Every contact is an opportunity to make a good impression. Remember, at the end of the day each person you meet will vote for you or against you. Make sure you leave them smiling.

I went on four campus visits and each had the following components in common: 1. Job talk. This is your opportunity to share your research and demonstrate that you know how to teach/present/organize your thoughts/be an academic. Your presentation will last anywhere between 25 and 45 minutes, with about thirty minutes for questions and comments. 2. Meeting with the Dean. This is usually your last meeting. This is when you can ask questions about what your first couple of years would look like. Don’t ask about salary yet – that comes up during the job offer. 3. Meeting with the search committee. These are the folks who liked you enough to recommend that people bring you to campus. They want you to succeed. You can ask more sensitive or challenging questions about what it is really like to work there. They will usually be honest (to a point). 4. Meeting with individual faculty. When you set up a campus visit, make sure you get meetings with people you want to work with or people whose research is a possible source of collaboration. 5. Dinner: You will be wined and dined. Enjoy it. This is the test of how you fit in socially. 6. Lunch: Another opportunity for socializing. For both meals, remember that you will have very few opportunities to use the bathroom or snack. Eat and drink accordingly.

Rejection

You will likely get a call from the chair of the search committee. Thank him or her for all of the time they spent to bring you to campus. They will wish you the best of luck in your career.

Job Offer

You won! Congratulate yourself. Now you have to decide whether or not you want the job. It is expected that you will take a week or two to decide. During this time, make sure you get all of your questions answered. This includes negotiations for things like salary, moving expenses, paying for conferences, buying software and other professional expenses. If you decline the offer, simply say “For personal and professional reasons, I have decided to accept another offer.” If you do your negotiations over the phone, send a follow up email to the Dean with the details of what you negotiated. Have him or her confirm your negotiations. The final moment is when you receive the offer letter in the mail. Savor that moment. Sign it, make a copy, and send it back.
Those are the basics of the job searching timeline. Remember, it is a process that takes a lot of time and energy. But during the process you will learn a great deal about who you are as an academic, what you want, what you don't want, and what the profession of social work has to offer. One other thing: you will get a job. It will not likely be the perfect job, but it will be the right job.
Bibliography


Bain, K. What the Best College Teachers Do. Harvard University Press.


IMPORTANT FORMS

The following forms are to be filled out at the end of each academic year. If you are in your first or second year of coursework and have not successfully completed your comprehensive exam, you should fill out the Pre-Candidate Academic Progress Form. If you have completed your coursework and have successfully passed your comprehensive exam, you should fill out the Candidate Academic Progress Form. Remember to attach an updated curriculum vita to the form, as well. These forms are placed in your file so that the School of Social Work faculty and administration can track your progress through the program. The forms are due approximately the last week in May at the end of the academic year. You and your advisor should complete and sign the form and turn it in to the Staff Assistant to the Program Director in the Recorder's Office on the 21st Floor of the Cathedral of Learning. You should also make a copy for yourself so that you are able to track your progress, too.
PH.D. PRE-CANDIDATE ACADEMIC PROGRESS FORM

University of Pittsburgh

School of Social Work

NOTE: This academic progress report is required for all students who entered the doctoral program after August 2007. It enables the Program Chair to monitor progress, and provides the Doctoral Committee with the details necessary for its annual review of your advancement through the program.

INSTRUCTIONS: Please complete this form and review it with your faculty advisor. This review should also serve as a helpful tool for charting your future academic plans. Students and advisors may wish to review reports from previous years prior to completing this one; these are kept on file in the Doctoral Office. Please arrange to have this form completed, signed and returned with a current copy of your curriculum vita to the Staff Assistant assigned to the Ph.D. Program Director.

Thank you.

Name: ____________________________________________
Advisor: _______________________________________

ACADEMIC PROGRESS (PRE-CANDIDATE)

A. Program Entry Status (circle one): Pre-MSW MSW From Where______

   Entry Cohort (year):  
   Years in Program:

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Doctoral Seminar [0]  
20 hours GSA  

Year 2, Fall Term  
Social Welfare (SW 3030) [3]  
Capstone Research Seminar I (SW 3022) [1]  
Research Methods Elective or Adv. Stats  
(from outside of SSW) [3]  
General Elective and/or Directed Study [6]  
20 hours GSA or TA  

Year 2, Spring Term  
Social Policy Evaluation (SW 3037) [3]  
Capstone Research Seminar II [3]  
Seminar in Social Work Education (3066)  
or Elective [3]  
Research Methods Elective or Adv. Stats  
(from outside of SSW) [3]  
20 hours GSA/TA  

Year 2, Summer Term  
0 credit course in May or June for proposal  
preparation; Comprehensive Exam in July or  
August  

Total credits:  

B. If you have any outstanding incomplete grades, please specify course number and name, term received, reason for  
incomplete, and plans for completion.  

C. What is your current GPA? ________ If you have not maintained a GPA of B or better each of your previous terms  
and overall, please indicate your plans to overcome this situation.  

D. When do you plan to take your Comprehensive Exams?
ACADEMIC PROGRESS (PRE-CANDIDATE)

E. Do you regularly participate in any ongoing research projects/research seminars with social work or other faculty? ( )
   Yes ( ) No    If so, please list faculty and projects:

F. Do you regularly attend CRSP lectures, School of Social Work lectures, Brown Bags, or the colloquiums of any other
   groups on campus? ( ) Yes ( ) No        If so, please provide names of group(s): (e.g. SSW lectures, CRSP speaker
   series, Psychology lectures, etc.)

G. Please attach a separate sheet reviewing your achievements in scholarship for the past year, using the
   following categories:
   1. Publications in print or in press (books, book chapters, refereed journal articles, book reviews, newspaper or
      newsletter articles)
   2. Paper or poster presentations at national or state conferences
   3. Manuscript review (editorial boards, invited ad hoc reviews)
   4. Grant funding (proposals submitted and/or funded)
   5. Honors and awards

H. List other teaching activities with which you were involved in the past year (e.g., workshops attended to
   improve teaching, guest lectures, etc.).

I. List any conferences attended in the past year, including dates, titles, sponsorship, and funding support.

J. List any other training received in the past year (e.g., technology or other short courses or trainings).
ACADEMIC PROGRESS (PRE-CANDIDATE)

K. Please comment on any curricular, structural, financial or advising problems that you have encountered in social work in the last year and indicate, if possible, suggestions for improvement.

L. Please indicate how you were funded for the academic year.

M. List your service activities for the previous year (including committee participation, volunteer work, etc.), in the following categories:

   University
   School
   Professional
   Community
   Other
ACADEMIC PROGRESS (PRE-CANDIDATE)

N. **For the advisor:** Please provide overall comments on the student's progress, accomplishments or problems in the program thus far. If the student has incompletes, please comment on the plan for completing them. Also please make additional comments that can aid the Doctoral Program Director or Doctoral Committee in their evaluation of this student.

SIGNED: ______________________________________ (Advisor) Date: ______________

______________________________________ (Student) Date: ______________

Note: Upon submission of this report, a copy will be placed in the student’s academic folder
PH.D. CANDIDATE ACADEMIC PROGRESS FORM

University of Pittsburgh

School of Social Work

NOTE: This academic progress report is required for all students who entered the doctoral program after September 2000. It enables the Doctoral Program Committee to monitor progress, and provides the Doctoral Committee with the details necessary for its annual review of your advancement through the program.

INSTRUCTIONS: Please complete this form and review it with your faculty advisor. This review should also serve as a helpful tool for charting your future academic plans. Students and advisors may wish to review reports from previous years prior to completing this one; these are kept on file in your student folder. Please arrange to have this form completed, signed and returned electronically with a current copy of your curriculum vita to the Staff Assistant assigned to the Ph.D. Program Director.

Thank you.

Name: ____________________________________________

Advisor: __________________________________________

Program Entry Status (circle one):   Pre-MSW   MSW       From Where:___________________

Entry Cohort (year):   Years in Program:

A. When did you enter the Program?   Candidacy Achieved:

B. What topic have you selected for your dissertation?
ACADEMIC PROGRESS (CANDIDATE)

C. Please list your dissertation chair and your committee members / expected committee members:

<table>
<thead>
<tr>
<th>Committee Member Name</th>
<th>Role</th>
</tr>
</thead>
</table>

D. Have you defended your overview? If yes, when? If no, when do you expect to defend?

E. If you have defended your overview, describe the status of your dissertation (e.g. planning stage, data collection, writing, etc.).

F. When do you anticipate completing the dissertation (term/year)?

G. What obstacles do you foresee in completing the dissertation and how might these be ameliorated?

H. Please attach a separate sheet reviewing your achievements in scholarship for the past year, using the following categories:

6. Publications in print or in press (books, book chapters, refereed journal articles, book reviews, newspaper or newsletter articles)
7. Paper or poster presentations at national or state conferences
8. Manuscript review (editorial boards, invited ad hoc reviews)
9. Grant funding (proposals submitted and/or funded)
10. Honors and awards
ACADEMIC PROGRESS (CANDIDATE)

I. List any courses taught in the past year and number of students enrolled.

J. List other teaching activities with which you were involved in the past year (e.g., workshops attended to improve teaching, guest lectures, etc.).

K. List any conferences attended in the past year, including dates, titles, sponsorship, and funding support.

L. List any other training received in the past year (e.g., technology or other short courses or trainings).

M. List your service activities for the previous year (including committee participation, volunteer work, etc.), in the following categories:

   University
   School
   Professional
   Community
   Other

N. Please comment on any curricular, structural, financial or advising problems that you have encountered in social work in the last year and indicate, if possible, suggestions for improvement.
ACADEMIC PROGRESS (CANDIDATE)

O. Please indicate how you were funded for the academic year.

P. For the advisor: Please provide overall comments on the student's progress, accomplishments or problems in the program thus far or any other information the Doctoral Program Director or Doctoral Committee should know.

SIGNED: ______________________________________ (Advisor) Date: ____________

______________________________________ (Student) Date: ____________

Note: Upon submission of this report, a copy will be placed in the student’s academic folder.

Adapted from forms designed by University of Michigan and Virginia Commonwealth University.