University of Pittsburgh
School of Social Work

Social Work PhD Handbook

2026-2027



TRANSFORMING OUR WORLD, OUR FUTURE, OURSELVES

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INTRODUCTION TO THE PHD PROGRAM AT PITT

Welcome to the University of Pittsburgh School of Social Work PhD Program. We are pleased you chose us and look forward to working with you. This handbook has been updated to reflect the resources and information you need for your success. Please reference it throughout your time at Pitt. Your main point of contact is BASW & PhD Operations Lead.

About Us

Administration: https://www.socialwork.pitt.edu/about/contact-us

Faculty bios: https://www.socialwork.pitt.edu/people

The School of Social Work faculty specializes in areas such as child welfare, mental health, aging, community engagement, race and social problems, and evidence-based practice.

Location

The School of Social Work at the University of Pittsburgh is in the Cathedral of Learning, floors 20 through 23. Student Services' address is: 2101 Cathedral of Learning, 4200 Fifth Avenue, Pittsburgh, Pennsylvania, 15260.

History

The University of Pittsburgh was founded in 1787. The School of Social Work was formed in 1918 and is one of the nation's oldest and most respected Schools of Social Work. The first doctoral degree, DSW, was issued in 1949 and the doctoral program issued the first PhD in 1963.

School of Social Work Vision

Transforming our world, our future, ourselves.

School of Social Work Mission

The University of Pittsburgh School of Social Work:

- Prepares courageous leaders to transform social work practice, policy, research, and education in a community-engaged and inclusive environment
- Develops and advances innovative approaches to understand, prevent, and ameliorate complex social problems
- Builds collaborative partnerships to promote social justice

At the level of doctoral education, the school further strives to train the next generation of social work scholars and educators for positions in which they will enhance and expand the knowledge base of the profession by contributing to research, scholarship, and teaching, and by occupying leadership positions in the profession.

Governing Regulations and Disclaimer

We abide by all regulations guiding graduate study at the University of Pittsburgh, including but not limited to Regulations Governing Graduate Study and the Pitt Student Code of Conduct.

Helpful information can be found in the Graduate Studies section of the website of the Office of the Provost, and at the website of Pitt's Office of Policy Development and Management.

This PhD Student handbook is designed to provide a general source of information to PhD students in the School of Social Work. It is not intended to be a complete statement of all School and/or University policies. The policies and practices described are subject to change at the discretion of the School of Social Work. They are not to be considered or otherwise relied upon as legal terms or conditions of enrollment, and the language used in this Handbook is not intended to create a contract between the University of Pittsburgh's School of Social Work and its students. To the extent any policy contained in this handbook is inconsistent with law, such policy is superseded by law.

Committees of the School

Student participation on school committees is encouraged. Committees formulate and modify policies affecting academic and student affairs. Orientation will include information about the purposes and functions of these committees. The Doctoral Student Organization (DSO) determines which PhD students will participate as student representatives on the School of Social Work Committees. School of Social Work standing committees include (**PhD Student representatives sit on these committees*):

- Academic and Professional Behavior Review Committee
- Accredited Program Directors
- Admissions Committee
- BASW Program Committee
- Community, Organization, and Social Action Committee
- Deans and Directors
- Direct Practice Committee
- Educational Policies Committee
- Faculty Executive Committee
- **Faculty Search Committee***
- International Social Work
- **Justice, Equity, Diversity, and Inclusion Committee***
- MSW Program Committee
- **PhD Program Committee***
- **Planning and Budget Committee***
- Promotion and Tenure Committee
- Research Advisory Committee
- School of Social Work Staff
- Strategic Marketing and Communications

ABOUT THE PHD PROGRAM

Administration of the PhD Program

The PhD Program is administered by the PhD Director who is appointed by the Dean of the School of Social Work. The Director sits on the Doctoral Program Committee. Broad academic policies are set by this committee. Faculty expertise informs the committee's decisions across policies, admissions, and curriculum. Implementation of the program is carried out by the PhD faculty of the School of Social Work.

PhD Program Degrees: Overview

The Doctoral Program offers a PhD and a joint MSW/PhD. Additionally, we work closely with the School of Public Health to assist students who earn an MPH along with the Social Work PhD degree. Students may enroll in only one dual, joint, or cooperative degree.

Doctor of Philosophy in Social Work (PhD)

Students must hold an MSW degree to be eligible to apply directly to the PhD program. The PhD program prepares students for research and teaching careers in the field of Social Work. The program includes coursework, a comprehensive exam, and a dissertation.

Master of Social Work/Doctor of Philosophy in Social Work (MSW/PhD)

Applicants without an MSW degree, who wish to seek training to become full-time faculty or researchers in the field of Social Work, may apply to the joint MSW/PhD program.

The Council on Social Work Education, which accredits Social Work MSW and BASW programs, requires that faculty who teach practice classes hold an MSW and have at least two years of post-masters practice experience. Thus, many schools of social work strongly prefer or require that their faculty members hold MSWs as well as PhDs and have a minimum of two years of post-MSW practice experience. Applicants without an MSW must apply to the combined MSW/PhD program. Preference is given to those MSW/PhD applicants who have had prior social work-related paid work experience.

Students in the joint MSW/PhD program must complete three years of coursework rather than the two needed for the PhD alone. In the first two years, joint MSW/PhD students take both MSW and PhD courses, completing the MSW by the end of their second year. In their third year, they are full-time doctoral students and complete their PhD coursework. Following completion of coursework, they take the comprehensive exam and complete the dissertation.

Master of Public Health/Doctor of Philosophy in Social Work (MPH/PhD)

A joint program with the School of Social Work allows students to obtain an MPH degree in Public Health and a PhD degree in Social Work. Students who have already earned their MSW degree may apply to the joint MPH/PhD programs and must meet both schools' requirements to be accepted separately to both programs.

The MPH degree is administered by the School of Public Health, and it is the responsibility of the student to apply directly to the School of Public Health. The requirements for the MPH degree are not funded by the Social Work Doctoral Program although some MPH courses qualify as required or open PhD electives. Coursework for the MPH is usually completed during the first three years of study.

Expected Timeline of Progress towards Degrees

All requirements for the PhD degree must be completed within eight years for students entering with MSW degrees, and ten years for those in the MSW/PhD program. Typical timelines are as follows:

1. **Coursework.** 50 credits for doctoral coursework are completed in the first:
    a. PhD Plan: 2 years
    b. MSW/PhD and MPH/PhD plan: 3 years. MPH/PhD students must work closely with Social Work and Public Health advisors to ensure that MPH requirements are met in a timely way.
2. **Comprehensive Examination.** Coursework must be successfully completed to take the Comprehensive Examination. The Comprehensive Examination should be taken in the:
    a. PhD Plan: Second summer of matriculation
    b. MSW/PhD and MPH/PhD plan: Third summer and not later than one year after the completion of coursework
3. **Dissertation Overview.** To be admitted to candidacy, students must successfully defend the Dissertation Overview, ideally within one year of passing the Comprehensive Examination.
4. **Dissertation.** After a student has passed the Overview Defense, they are expected to complete and successfully defend their Dissertation within two years.

Statute of Limitations for Doctoral Degrees

PhD Plan: There is an eight-year statute of limitations for the completion of the PhD degree for students who enter with an MSW and who are not pursuing an MPH.

MSW/PhD and MPH/PhD plan: There is a 10-year statute of limitations for students in the MSW/PhD program or the MPH/PhD program. Coursework and the comprehensive examination should be completed within five years and the dissertation within three additional years.

Leave of Absence

Under special conditions, doctoral students may be granted one leave of absence for a maximum length of two years. To request a leave of absence, students must state the length and rationale for the leave of absence in writing in advance. The PhD program director reviews this request and then makes a recommendation to the dean. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student.

Extensions

Under exceptional circumstances, candidates may apply for an extension of the statute of limitations. The student must submit a formal written request to the PhD program director. The request must be reviewed by the doctoral program committee and then submitted to the dean for final action. Requests for extensions must accompany a departmental assessment of the work required by the student to complete the degree, as well as documented evidence of the extenuating circumstances leading to the request. Students who request an extension of the statute of limitations must demonstrate a feasible plan and timeline for the completion of all current degree requirements.

Advising in the Doctoral Program

The PhD Program Director serves as the academic advisor for all first- and second-year students. Following the comprehensive examination, doctoral students are advised by their faculty dissertation chair.

First Year Review

At the end of the first year of doctoral study, faculty who taught the required first-year courses and faculty who served as mentors meet to discuss each student's academic performance and progress in the program. The PhD program director then writes an individualized letter to each student that summarizes feedback about their progress. The letter is sent to the student's mentor and stored in the student's academic file.

PhD Coursework (50 credits)

50 credits must be successfully completed for comprehensive examination eligibility. This planned credit total is divided this way: Fall 1 (12), Spring 1 (13), Fall 2 (13), Spring 2 (12). That includes 41 core credits plus 9 elective credits.

#	Course Name and Course number	Credits
1	Professional Seminar	0
2	Research Methods 1: SWRES 3020	3
3	Inferential Statistics: SWRES 3029	3
4	Multivariate Statistics: SWRES 3021	4
5	Qualitative Research: SWRES 3097	3
6	Research Methods Elective, Select from offerings outside the school	3
7	Advanced Data Analysis or Statistics Elective, Select from offerings outside the school	3
8	Theory I: SWGEN 3044	3
9	Theory II: SWGEN 3053	3
10	Evaluation of American Social Welfare History: SWWEL 3030	3
11	Social Policy Analysis: SWWEL 3037	3
12	Advanced Policy Elective, Select from offerings within or outside the school	3
13	Seminar on Social Work Education: SWGEN 3066	3
14	Capstone Research Seminar 1: SWRES 3022	1
15	Capstone Research Seminar 2: SWRES 3023	3
16	Electives, Select from offerings within or outside of the school at the 3000 level or higher	9

Schedule cadence: Odd versus even year start date

Some of the PhD courses are offered every other year. Schedules will be different based upon the year in which a student starts. Below are the Odd Year and Even Year starting schedules.

Odd Year Start

Year 1: Fall 2027	Credits
Professional Seminar	0
SWRES 3020: Research Methods 1	3
SWRES 3029: Inferential Statistics	3
SWWEL 3030: Evaluation of American Social Work History	3
SWRES 3097: Qualitative Research	3
Total credits for the semester	**12**
Appointment: Graduate Student Researcher (GSR)	
Year 1: Spring 2028	**Credits**
Professional Seminar	0
SWRES 3021: Multivariate Statistics	4
SWWEL 3037: Social Policy Analysis	3
SWGEN 3066: Seminar on Social Work in Higher Education	3
Elective	3
Total credits for the semester	**13**
Appointment: Graduate Student Researcher (GSR)	

Odd Year Start

Year 2: Fall 2028	Credits
SWRES 3022: Capstone Research Seminar 1	1
SWGEN 3044: Theory I	3
Research Methods or Advanced Statistics (outside the School of Social Work)	3
Elective (Advanced Policy or other)	3
Elective	3
Total credits for the semester	**13**
Appointment: Graduate Student Researcher (GSR)	
Year 2: Spring 2029	**Credits**
SWRES 3023: Capstone Research Seminar 2	3
SWGEN 3053: Theory II	3
Elective (Advanced Policy or other)	3
Research Methods or Advanced Statistics (outside the School of Social Work)	3
Total credits for the semester	**12**
Appointment: Graduate Student Researcher (GSR)	

Odd Year Start: Summer of Year 2 through Year 4 (graduation)

YEAR	SEMESTER	MILESTONE	APPOINTMENT
YEAR 2	Summer 2029	Milestone 1: Comprehensive Exam	
YEAR 3	Fall 2029	Milestone 2: Doctoral Committee Approval	Teaching Assistant (TA)
YEAR 3	Spring 2030	Milestone 3: Dissertation Overview Milestone 4: Admission to Doctoral Candidacy	Teaching Assistant (TA)
YEAR 4	Fall 2030	No Milestones	Teaching Fellow (TF)
YEAR 4	Spring 2031	Milestone 5: Dissertation Defense Milestone 6: Doctoral Dissertation Approval	Teaching Fellow (TF)

Even Year Start

Year 1: Fall 2026	Credits
Professional Seminar	0
SWRES 3020: Research Methods 1	3
SWRES 3029: Inferential Statistics	3
SWGEN 3044: Theory I	3
Elective	3
Total credits for the semester	**12**
Appointment: Graduate Student Researcher (GSR)	
Year 1: Spring 2027	**Credits**
Professional Seminar	0
SWRES 3021: Multivariate Statistics	4
SWGEN 3053: Theory II	3
Elective	3
Elective	3
Total credits for the semester	**13**
Appointment: Graduate Student Researcher (GSR)	

Even Year Start

Year 2: Fall 2027	Credits
SWRES 3022: Capstone Research Seminar 1	1
SWWEL 3030: Evaluation of American Social Work History	3
SWRES 3097: Qualitative Research	3
Research Methods or Advanced Statistics (outside the School of Social Work)	3
Elective: Advanced Policy	3
Total credits for the semester	**13**
Appointment: Graduate Student Researcher (GSR)	

Even Year Start

Year 2: Spring 2028	Credits
SWRES 3023: Capstone Research Seminar 2	3
SWWEL 3037: Social Policy Analysis	3
SWGEN 3066: Seminar on Social Work in Higher Education	3
Research Methods or Advanced Statistics (outside the School of Social Work)	3
Total credits for the semester	**12**
Appointment: Graduate Student Researcher (GSR)	

Even Year Start: Summer of Year 2 through Year 4 (graduation)

YEAR	SEMESTER	MILESTONE	APPOINTMENT
YEAR 2	Summer 2028	Milestone 1: Comprehensive Exam	
YEAR 3	Fall 2028	Milestone 2: Doctoral Committee Approval	Teaching Assistant (TA)
YEAR 3	Spring 2029	Milestone 3: Dissertation Overview Milestone 4: Admission to Doctoral Candidacy	Teaching Assistant (TA)
YEAR 4	Fall 2029	No Milestones	Teaching Fellow (TF)
YEAR 4	Spring 2030	Milestone 5: Dissertation Defense Milestone 6: Doctoral Dissertation Approval	Teaching Fellow (TF)

Milestones

The PhD program in the School of Social Work requires completion of six (6) milestones:

1. Doctoral Comprehensive Exam (CED)
2. Doctoral Committee Approved (CAD)
3. Dissertation Overview (OVD)
4. Admission to Doctoral Candidacy (ACD)
5. Dissertation Defense (DD)
6. Doctoral Dissertation Approved (DAD)

Communicate each milestone to the PhD Program Director and PhD Operations Lead to maintain accurate records. Milestones are recorded on your transcript.

Milestones 1: Doctoral Comprehensive Examination (CED)

When: After you complete all coursework (first summer of eligibility)
What: A paper and oral exam

Description

The purpose of the Comprehensive Examination is to assess whether the doctoral student has acquired the knowledge and skills necessary to proceed with the completion of a doctoral dissertation.

The comprehensive examination consists of:

1. Preparation of a qualifying paper that provides a conceptual analysis of the dissertation area
2. Completion of an oral examination by a three-member committee
3. Notify the PhD Operations Lead to sign off on the milestone and update the student's records.

Academic Outcomes from the paper and exam:

1. Assess the student's knowledge in a manner that is comprehensive and searching
2. Demonstrate that the student has acquired a sufficiently broad understanding of the field
3. Demonstrate proficiency in each core area of the curriculum
4. Identify any weaknesses in the student's knowledge that need to be remedied by additional courses or instruction
5. Determine the student's readiness to continue work toward the dissertation and their preparedness to add knowledge to the field through an in-depth study of a topic relevant to the practice of social work

Timeline for the Comprehensive Examination:

Students in the PhD program are eligible to take the comprehensive examination after they have satisfactorily completed **all** required coursework in the doctoral

curriculum. There must be no remaining incomplete grades on the student's record.

The period of the examination is summer and early fall. The qualifying paper is written during the summer term, with start and end dates specified each year, and the oral examination occurs in the early fall.

Comprehensive Exam Committee and Process:

A committee consisting of three members of the Social Work faculty is required for the examination. Students are permitted to choose the primary mentor (Reader 1) for the committee. Readers 2 and 3 are chosen collaboratively by the student, their primary mentor, and the Doctoral Program Director.

Students are encouraged to consult with their three committee members and other faculty prior to commencement of the examination period in which they prepare the qualifying paper. Once the Doctoral Program Director has distributed the exam to the students, students may consult with their committee for ten days. At that point, the examination begins, and the student must complete all work independently.

When the student completes the written portion of the exam, it is graded by the first two Readers (aka committee members) as "pass" or "not yet ready to be defended." If the two Readers disagree on the grade, then the third reader will grade the exam.

The primary mentor/reader is responsible for collating the readers' evaluations of the paper and communicating the results of the evaluation to the student. If the paper is determined by two or more readers as not ready to be defended, the student may revise the paper. The revised paper must be submitted two weeks after the return of the first evaluation. If the student's exam is not deemed passable after the second review, they must withdraw from the program.

Students who receive passing grades on the qualifying paper will go on to the oral examination. The oral examination will address the content of the paper and any other aspect of the doctoral curriculum deemed by the committee to be helpful in judging the student's competence to complete the dissertation. The oral examination will be scheduled for 90 minutes.

Dates are held for oral exams in the third week of the fall term. These are scheduled by the primary mentor according to people's schedules. Committees may reschedule as is convenient or needed for their members and the student, for example, if the paper must be revised, or if there are significant scheduling conflicts.

The student must pass both the qualifying paper and oral examination to be permitted to initiate the dissertation proposal. Students who do not pass the oral

examination will be evaluated by the three-member committee and the Doctoral Program Director in consultation with the Dean, as necessary. Outcomes will be determined on a case-by-case basis.

Students who do not complete all degree requirements within five years of completing the comprehensive exam may be re-examined, at the discretion of the Doctoral Program Director, in consultation with the Doctoral Program Committee and the Dean.

Official Documentation:

1. The Student emails their paper by the due date to their committee and cc the PhD Director and PhD Operations Lead. PhD Operations Lead will save it in the student's file.
2. Upon successful completion of both the written and oral portions of your exam, the Committee Chair sends an email to the PhD Director and PhD Operations Lead that includes:
   a. Confirmation that the student passed the exam
   b. Date of the exam
   c. Title of the exam
   d. List of the members on the exam committee with their emails
3. The committee approves and signs the Milestone 1 form.
4. PhD Director receives the signed form and signs an official letter stating the comprehensive exam was successfully completed. The letter includes:
   a. Title of comprehensive exam paper
   b. Date of exam completion
5. PhD Operations Lead records milestone 1 in PeopleSoft.
6. PhD Operations Lead emails the student with the official letter from the PhD Director attached. This email will include the PhD Director and committee. It will confirm to the student that the milestone has been updated as complete in PeopleSoft.
7. PhD Operations Lead will update the milestone audit spreadsheet.

Milestones 2: The Dissertation Committee Approval (CAD)

When: After your successful completion of your comprehensive exam
What: Official approval of your dissertation committee composition

Description

The eligible student starts the dissertation process by obtaining the consent of a full-time social work graduate faculty member to serve as the dissertation chair for their dissertation work.

The student and their chair then identify a committee of two additional social work graduate faculty members and one faculty member from another department at the University of Pittsburgh or from an appropriate graduate program at another institution to serve as the dissertation committee. The student and/or their chair approach potential committee members and secure their agreement to participate. Students are strongly encouraged to develop a brief dissertation plan (2-4 pages) for review by faculty members invited to serve on the committee prior to their commitment.

After the committee is identified, the chair submits a memorandum of recommendation to the doctoral program director and the Dean of the School. This memo indicates the student, dissertation title, and suggested committee membership (with affiliation and brief description of the expertise they will bring to the committee). The program director and Dean seek adjustments if necessary and approve the committee with a letter signed by the Dean.

Official Documentation:

1. Student emails a brief dissertation plan to the faculty they wish to serve on their committee.
2. The committee chair will email the PhD Director and PhD Operations Lead informing them of the committee formation and include:
   a. The committee members' full names with degrees
   b. Titles
   c. School/University affiliation
   d. Email
   e. Role on the committee (chair/member/external member)
3. The completion of this milestone occurs with Milestone 4: Admission to Doctoral Candidacy because the social work dean signs the official approval letter thanking the committee members for serving on the committee and welcomes the PhD student into the PhD candidacy level.

Milestones 3: The Dissertation Overview (OVD)

When: After the successful completion of the comprehensive exam and the official formation of your committee is approved by the Dean.
What: Your dissertation research proposal in writing and presented to your committee for approval.

Description

Students must successfully complete the comprehensive examination to proceed to the dissertation overview. Students should begin registering for full time (0-credit) dissertation study in the term following submission of the comprehensive examination. This is referred to as the FTDS which stands for Full-Time Dissertation Status. Students begin registering for Full-Time Dissertation Status (FTDS) which is 0-credits. To maintain active status, students must be registered for FTDS in the current semester or in one or

both of the two prior terms. Active status is required to maintain access to campus resources.

Guidelines for the Dissertation Overview:

The dissertation overview document is a research proposal and must comprise the Introduction, Literature Review, and Methods sections of the eventual dissertation. The Methods section must include a data analysis plan. The problem to be examined must have clear, literature-based justification, and the overview document must demonstrate the student's comprehensive understanding of the relevant literature. The student and the major research adviser may decide, in consultation with the committee, whether literature review chapters must be completed (as is customary), or if they may be drafted, rather than completed, to facilitate timely committee approval for data collection. The committee may be especially favorable towards considering draft literature reviews if the student must have achieved candidacy or have an approved overview to apply for fellowships or other awards, or if there are constraints on data collection indicating that data collection must begin quickly to be feasible.

The proposed study must be an empirical research investigation involving data collection or the use of an approved secondary data set. The format and style of the document should be consistent with APA format amended when necessary to conform to the University of Pittsburgh style guidelines and standards for electronic submission of the final dissertation manuscript. The student should consult with the PhD Operations Lead to become informed about the electronic submission (ETD) format.

The overview draft document must be acceptable to the chair of the committee before it is distributed to the committee. The committee chair may recommend that parts of the preliminary overview or dissertation drafts be reviewed by committee members for review, feedback, and recommendation prior to the committee receiving a final draft version for defense. When the overview is judged ready by the committee chair, an oral defense is held with the committee before the student proceeds to data collection, analysis, and interpretation.

Once the chair approves the manuscript, it will be distributed to the committee members who should receive the manuscript at least two weeks prior to the date set for the oral defense. The overview draft should be prepared according to APA and university guidelines. At this stage, it is recommended but not required that the document follow University guidelines for electronic submission.

The overview defense must result in an "Approved" evaluation for the student to proceed with the dissertation plan. Typically, approval is granted contingent on revisions to the conceptualization, design, and measures agreed to by the student and the committee chair. The committee chair is responsible for reviewing and summarizing the required revisions and for assuring their incorporation and implementation. The student should expect substantial feedback and recommendations regarding all parts of the manuscript from their committee members. Data collection may commence only after the committee has approved the dissertation overview. In some cases, the committee or a committee

member may wish to withhold an approval signature until a revised section or measure has been submitted for review. In granting its approval, the committee endorses the study conceptualization, design, and methodology as satisfactory and the study plan as sound and worthy of implementation.

If the committee does not approve the overview manuscript and plan due to major shortcomings, the student may be advised to start over with a new topic and committee or to undertake extensive changes and improvements to salvage the initial general plan and make it dissertation worthy. In either case, another dissertation overview defense would need to be scheduled.

The student formally achieves candidacy (i.e., becomes a candidate for the PhD) with the approval of the dissertation overview. The student follows up with the PhD Operations Lead to make sure they know the date and title of the overview.

Official Documentation:

1. Upon completion of the dissertation overview, the Chair emails the Director and PhD Operations Lead informing them of the:
    a. Date of completion
    b. Title
    c. Committee members names and emails
    d. Revisions needed (none, major, minor)
2. PhD Operations Lead uploads Milestone 3 form for committee signatures. This includes:
    1. Title of dissertation overview
    2. Chair checking approved which confirms that all revisions have been satisfied
    3. Signatures by all committee members
3. After the milestone form has been signed, the PhD Operations Lead will update milestone 3 as complete in Peoplesoft.
4. PhD Operations Lead emails the student with the official completion of the milestone and instructions to begin registering for Full-Time Dissertation Status (0 credits).

Milestones 4: Admission to Doctoral Candidacy (ACD)

When: After your successful completion of the dissertation overview

What: Admission to candidacy for the Doctor of Philosophy degree constitutes a promotion of the student to the most advanced stage of graduate study and provides formal approval to devote essentially exclusive attention to the research and the writing of the dissertation. Students are informed of admission to candidacy by written notification from the dean, who also states the approved doctoral committee's composition. Once completed, the PhD Student will henceforth be listed as PhD candidate.

To quality for admission to candidacy status, students must:

1. Classified as an active student and enrolled in Full-time Dissertation Status
2. Completed formal course work with a minimum grade point average of 3.00
3. Passed the comprehensive examination
4. Completed the doctoral overview with approval from the committee for the proposed subject

Official Documentation:

1. Upon successful completion of the dissertation overview, PhD Operations Lead will verify that the qualifications for doctoral candidacy have been successfully completed:
    a. Classified as an active student and enrolled in Full-time Dissertation Status
    b. Completed formal course work with a minimum grade point average of 3.00
    c. Passed the comprehensive examination
    d. Completed the dissertation overview with approval from the committee for the proposed subject
2. The PhD Operations Lead will upload a letter in DocuSign for the social work dean to sign officially welcoming the student as a PhD Candidate and thanking the faculty for serving on the committee. This letter must include the list of all committee members with degrees, committee affiliation (chair, member, external member), school affiliation, email. The letter must also include the list of 4 qualifications for doctoral candidacy with dates for the comprehensive examination and dissertation overview. Upload supplementary material for the Dean to review confirming these qualifications have been met and the Chair of the committee's email stating the committee formation.
3. The PhD Operations Lead will store the letter in the student's file.
4. The PhD Operations Lead will mark Milestone 2 and 4 as complete.
5. The PhD Operations Lead will update the milestone audit.
6. The PhD Operations Lead will email the PhD candidate the dean's letter and notify them that milestones 1-4 are complete. The PhD candidate has two milestones left to complete.

Milestone 5: Dissertation Defense (DD)

When: The semester in which the student intends to graduate. University regulations stipulate that students cannot defend their dissertation overview and dissertation in the same semester.

What: The formal presentation of your doctoral research including the ability to answer questions about your research

Description

The doctoral dissertation represents a creative effort to build knowledge and theory in the field of social work. Students have the option to complete a traditional dissertation or a 3-paper dissertation. Guidelines for the 3-paper format can be found in Appendix K.

A dissertation should demonstrate the following characteristics:

1. Establish a historical context for the presentation of an innovative and creative approach to the problem analysis and solution
2. Apply appropriate theoretical frameworks
3. Demonstrate a clear understanding of the problem area as revealed by analysis and synthesis of a broad literature base
4. Create a well-defined research design
5. Compose with clarity and maintain careful documentation
6. Achieve results of sufficient merit to be published in refereed journals or to form the basis of a book or monograph
7. Provide sufficient detail so that other scholars can build on it in subsequent work

Graduation Timeline

Students must complete and successfully defend their dissertation by the end of the term in which they graduate. Any delay in completing these requirements will result in a later graduation date. Students must maintain active status in their term of graduation, defined as having registered for at least one credit at the University within the 12-month period prior to graduation.

The Dissertation Manuscript

The student works closely with their dissertation chair through data collection, data analysis, and preparation of preliminary drafts of the dissertation manuscript. With the counsel of the chair, the student may request special assistance from committee members, possibly including reviewing sections of preliminary chapters.

With the approval and assistance of the chair, the student will schedule a date for a final defense of the dissertation. The committee members must receive the review manuscript at least two weeks prior to the scheduled defense date. Under special circumstances, a committee member may allow receipt of the manuscript later than the stipulated two-week period. The manuscript must be written to conform to American Psychological Association (APA) and university Electronic Theses and Dissertations guidelines.

At least one week prior to the scheduled defense date, and no earlier than two weeks after each committee member has received the draft manuscript, it is recommended that the student contact each committee member to check for any major concerns to be discussed at the defense. The defended draft manuscript should incorporate all electronic submission formatting guidelines, so that final revisions can be made after committee approval and the final manuscript can be submitted to the university.

The dissertation defense cannot occur in the same academic term as the dissertation overview defense. The student should inform the doctoral program director and PhD Operations Lead of the scheduled defense date as soon as it is known, so that the defense date, time, and location can be published in the University Times.

The Oral Defense

The dissertation chair and the student may set the final format for the defense meeting. Typically, the defense begins with a deliberation among committee members only, at which the student is not present. This deliberation can be used to identify any issues with the dissertation and develop a coordinated plan for questioning the student.

The student then gives a brief oral presentation on the dissertation work. The length is determined in advance by the student and chair which is typically 15-20 minutes, though the chair may stipulate a shorter or longer presentation. Following the oral presentation, committee members ask questions and offer recommendations, to which the student responds. The committee's evaluation is based on both the submitted manuscript and the quality of the student's responses to these questions and challenges.

Once this interactive process is complete, the student exits the meeting while the committee deliberates, evaluating the document and its defense and organizing directives for any necessary revisions.

Committee Decision

The committee decides on one of the following summary evaluations then emails the PhD Program Director informing them of the decision:

Decisions	What it means	Action
Pass	Research has been approved and all requirement for the program have been met.	*Milestone 5* and *Milestone 6* forms will be signed immediately following the decision.
Pass with minor revisions	Minor revisions are overseen by the committee chair. The PhD candidate works with the chair to complete the revisions. The chair will email the PhD Director and PhD Operations Lead when all revisions are completed.	*Milestone 5* form will be signed by the committee at the time of the defense indicating minor revisions are required. *Milestone 6* form will not be signed until all revisions have been approved by the chair. Then the chair will communicate this to the PhD Director and PhD Operations Lead. Milestone 6 form will be signed first by the chair and then the committee will sign last. This is the official

		approval of the revisions and completion of the program.
Pass with major revisions	Major revisions are overseen by the entire committee. The PhD candidate works with the committee to complete the revisions. The chair will email the PhD Director and PhD Operations Lead when all revisions are completed.	*Milestone 5* form committee signs off that the dissertation defense took place and that they agree to oversee that the major revisions are resolved and indicate that the dissertation defense took place. *Milestone 6* form will be signed first by the committee to approve that all of revisions are completed and then the chair will sign and approve that all revisions are completed.
Fail	Results in termination from the program	The chair will notify the PhD Program Director

Final Steps

The Milestone Form shows the committee's decision, the dissertation title, and the dates of the overview and final defense. The signed form is kept in the student's file.

The student is informed of the committee's evaluation and any contingencies upon returning to the meeting room following deliberation. The chair presents a summary of any required revisions.

Following a successful defense, the student should consult with the PhD Operations Lead regarding procedures for final submission of the document to the university and should be informed of submission deadlines to achieve graduation status in the desired term.

The dissertation defense cannot occur in the same academic term as the dissertation overview defense.

Summary of Steps to and through the Dissertation Process:

1. Complete all doctoral course credits, core, and elective courses (by the end of the second spring term for regular program students).
2. Take the comprehensive examination (summer after second year) and pass the comprehensive oral examination (early fall third year).
3. Secure a dissertation chair and collaborate with them to form the dissertation committee (ideally, in the fall of the third year).
4. 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.
5. With approval of the overview by the committee, doctoral candidacy is formally granted, and the dissertation research begins.
6. Following data collection and data analysis, drafts are submitted to the committee chair for review and feedback.

7. Upon approval of the chair, the student and the chair set up the final dissertation defense meeting.
8. The student receives a "Pass" evaluation from the dissertation committee, completes any required revisions, and submits the final draft electronically to the university. Please see this website for details on the required electronic format for dissertations: ETD/D-Scholarship information: https://etd.pitt.edu/etd-format-guidelines. Some students have elected to use this format from the beginning of the writing process so that they do not need to reformat it when it is completed.

Please review University of Pittsburgh policy for more information on regulations governing graduate studies: Regulations Governing Graduate Study at the University of Pittsburgh - University of Pittsburgh - Acalog ACMS™

Official Documentation:

1. The committee chair notifies the PhD Director and the PhD Operations Lead the date, location, and title of the dissertation defense as soon as it is scheduled.
2. At least two weeks before the defense, the committee chair notifies the Director of Marketing of the location, date, and title to post this announcement in the university calendar.
3. If the defense is approved with no revisions, the entire committee will approve and sign off on both milestone 5 and 6 at the same time (Dissertation Defense and Doctoral Dissertation Approval)
4. If major or minor revisions are required, the committee will sign that the defense is completed, and the dissertation requires major or minor revisions. Revisions will be approved in the milestone 6 form.

Milestone 6: Doctoral Dissertation Approval (DAD)

When: The semester of graduation once all once all dissertation revisions have been approved.

What: The official approval by the committee and the PhD Program Director that the candidate has successfully completed all requirements of the PhD Program and are ready to graduate.

Official Documentation:

1. No revisions means that milestones 5 and 6 are approved and signed immediately after the dissertation defense
2. If revisions are needed:
    a. **Minor revisions** are overseen by the chair through to completion.
        1) The chair emails the PhD Director/PhD Operations Lead to notify them the revisions are completed and the milestone can be approved.

2) Milestone 6 is signed by the chair first then the committee. Signing milestone 6 is the official agreement that all revisions have been successfully completed.
3) PhD Director signs the official letter recognizing the successful completion of the PhD program with each milestone listed and the date completed.
4) PhD Operations Lead emails a letter to the candidate and includes the PhD Director, committee, and Dean.
5) PhD Operations Lead saves the letter and the milestone completion form in the student file.
6) PhD Operations Lead updates the milestone audit.

b. **Major revisions** are overseen by the committee through to completion

1) The chair emails the PhD Director/PhD Operations Lead to notify them the revisions are completed and the milestone can be approved.

2) Milestone 6 is signed by the committee first for major revisions then the chair. Signing milestone 6 is the official agreement that all revisions have been successfully completed.

3) PhD Director signs the official letter recognizing the successful completion of the PhD program with each milestone listed and the date completed.

4) PhD Operations Lead emails a letter to the candidate and includes the PhD Director, committee, and Dean.

5) PhD Operations Lead saves the letter and the milestone completion form in the student file.
6) PhD Operations Lead updates the milestone audit.

Directed Study

Students may arrange to take a directed study as one (or more) of their electives. A directed study is a student-initiated experience, guided by a faculty member, which significantly supplements the social work curriculum and conforms to academic course content expectations appropriate to the student's degree level. Students wishing to pursue a directed study should identify the subject and discuss with their faculty advisor the appropriateness and feasibility of doing a directed study given their overall course of study plan for their degree.

1. A directed study course may offer 1, 2, or 3 credits depending on the level of work required.
2. A directed study course should provide a supplementary educational experience focusing primarily on one of the following areas:

a. Exploration of the existing literature in a specified content area
b. Engaging in research that contributes to knowledge and practice applications in a content area
c. Development of professional materials

The major purpose of a directed study is to provide students with the opportunity to explore in depth a specific area of social work interest beyond that available in regularly scheduled courses. Directed study can either be devoted to the pursuit of advanced knowledge in a specialized area, or to the mastery of a broad area relevant to social work but not included in course offerings. A directed study cannot be used as a substitute for required or prerequisite courses.

Directed study should:

1. Be an extension of a student's previous academic and/or professional development.
2. Represent a rigorous and challenging intellectual and professional undertaking.
3. Demonstrate integration with the student's overall academic career.
4. Exhibit congruence with the academic and professional focus of the school.
5. Be geared to creative endeavors.

Students should consult with members of the faculty with whom they would like to work and who they believe have expertise in the proposed subject area. The faculty's contribution is an essential component to a directed study course as it is to any course offering. The faculty member must be a part of the University Graduate Faculty. Faculty participation is a voluntary endeavor. Faculty members are expected to meet regularly with the students doing directed study courses with them. Directed study will not serve as a substitute for the regular faculty teaching workload. It is imperative, therefore, that faculty members be certain they have sufficient time available before consenting to offer a directed study and that their respective competencies encompass the study area being proposed.

Written plan: The faculty member and student should agree to a directed study program (e.g., subject, hours, format, product(s), due date(s), and evaluation procedure. All students engaging in a directed study course should develop a written study plan in concert with the faculty mentor. A final one-to-two-page summary of the plan should be signed by the student, the faculty member, and the doctoral program director. A copy of the signed summary becomes part of the student's academic electronic record.

At a minimum, the written study plan must address the following criteria:

1. Concise statement of educational objectives of the directed study.
2. Clear statement of the issues or problems under analysis and the rationale for selecting them.
3. Selected bibliography or other similar documents to be examined.

4. Statement of the methodology the student will follow in implementing the directed study project.
5. Statement identifying the products (e.g., paper, report, literature review, presentation, computer-aided formats) of the directed study project and their due dates.
6. Statement describing how the Directed Study grade will be computed.

Directed Study Evaluation:
The faculty evaluation of the directed study course should assess the student's understanding of the study area. Minimal criteria should be that:

1. There should be a tangible product resulting from the study.
2. The evaluation carefully assesses whether the original educational objectives set out in the directed study plan have been fulfilled.
3. The work clearly demonstrates the student's mastery and comprehension of the subject.

Master of Social Work/Doctor of Philosophy in Social Work (MSW/PhD)

Applicants to the PhD program without an MSW, who wish to seek training to become full-time faculty or researchers in the field of Social Work, must apply to the combined MSW/PhD program. Preference is given to those MSW/PhD applicants who have had several years of prior social work-related paid work experience.

The Council on Social Work Education accredits Social Work MSW and BASW programs and requires that faculty who teach practice classes hold an MSW and have at least two years of post-masters practice experience. The joint MSW/PhD program does not provide this post-masters practice experience.

Students in the first year of the joint program focus their coursework in the MSW program, while taking some PhD courses. In their second year, they complete the MSW program along with additional PhD coursework. In their third year, they are full-time PhD students and complete PhD coursework. Following completion of coursework, students take the comprehensive exam and complete the dissertation.

Some PhD courses (12 credits) are counted towards the requirements of the MSW program. Likewise, some MSW courses can count towards PhD elective credits.

Expected Timeline of Progress towards Degrees

All requirements for the MSW/PhD degree must be completed within ten years. Typical timelines are as follows:

1. Coursework is completed in the first three years for MSW/PhD students.
2. The Comprehensive Examination should be taken in the third summer of matriculation, and no later than one year after the completion of coursework.

3. To be admitted to candidacy, students must successfully defend the Dissertation Overview, ideally within one year of passing the Comprehensive Examination.
4. After a student has passed the Overview Defense, they are expected to successfully defend the Dissertation within two years.

Advising in the MSW/PhD Program

MSW/PhD students are advised by the Doctoral Program Director in consultation with the MSW Program Director or the Program Director's delegate regarding the MSW requirements. It is important that MSW/PhD students continue to meet MSW requirements during the summer after their first year. After the comprehensive examination, doctoral students are advised by their faculty research advisor/dissertation chair.

Master of Public Health/Doctor of Philosophy in Social Work (MPH/PhD)

We work closely with the School of Public Health to assist students who earn the Master's of Public Health (MPH) along with the Social Work PhD degree.

Social Work doctoral students who already hold a Master of Social Work degree may enter this program to obtain the MPH degree. Students in the MPH program must meet the requirements for the MPH degree.

The MPH degree is administered separately by the School of Public Health, and the requirements for the MPH degree are not funded by the Social Work Doctoral Program. Students need to apply separately to the School of Public Health. The School of Public Health Admissions information is found here: Contact Admissions | School of Public Health.

Coursework for the MPH is usually completed during the first three years of study.

Advising in the MPH/PhD program

MPH/PhD students are advised for MPH coursework requirements by both a social work advisor and a public health advisor and must meet with their advisor in each program each semester while pursuing the MPH to plan their program. Following completion of the MPH program and after identification of a dissertation chair, students are advised by their dissertation chair.

Problem-Solving Process When a Student Faces a Classroom Problem Affecting Their Performance in a Course*

Problem Identification

- The student should begin by addressing the problem directly with the instructor, attempting to generate alternatives for moving forward in the course. The student can approach the instructor in person or via email.

2

- If the student has addressed the problem directly with the instructor & there is no resolution, the student should meet with their primary mentor to discuss approaches for addressing the problem. The primary mentor may, at the request of the student or if they determine it to be appropriate, meet with the instructor &/or the student together.

3

- If the student & their primary mentor are unable to resolve the problem, they should meet with the program director. Depending upon the issue, the program director may meet individually with the instructor to advocate on behalf of the student, or the program director may schedule a meeting with both the student & the instructor (the program director will determine the mentor's continued involvement).

4

- If the classroom issue is not resolved at the program level, the student should seek the support of the Associate Dean for Academic Affairs.

5

- If the student's classroom problem persists, the student may request a meeting directly with the Dean of the School of Social Work.

*This problem-solving process does not supercede processes in place for Title IX or Title IV alleged violations. It also is not used in place of the SSW Academic and Professional Behavior Policy

ADDITIONAL FUNDING, RESOURCES, AND OPPORTUNITIES

School of Social Work full-time PhD students may receive four years of financial support through various mechanisms, including academic graduate student employment, pre-doctoral fellowships, and travel and research supplements. Listed below is a description of the various funding resources provided by the School of Socal Work.

Attendance at Lecture Series and Meetings with Speakers

The School of Social Work expects students to attend lectures sponsored by the school and its associated centers. Speakers often set aside time to meet with doctoral students, and students are expected to attend these small group discussions.

The lectures and meetings provide an overview of critical social issues facing the social work profession and how social work schools and programs across the country address these issues. Speakers are noteworthy in their respective fields and provide doctoral students with an excellent learning and professional development opportunity.

Capstone Support

Doctoral students are required to participate in Capstone I and II in the Fall and Spring of their second year. This is a directed study course to apply your knowledge of research methods, theory, data analysis, and social work/social welfare history. You will carry out an independent research project that requires the construction of a data set. Your mentor will work with you to plan your project, complete data collection, and begin analysis. Your mentor will ask you to enroll in 1 or 3 credits depending upon how they want you to approach the work. The goal of the capstone is to promote every student's capacity to independently identify and construct a dataset suitable to answering a research question. More details will be shared by your mentor.

These required courses are awarded up to $300 for participant payments and other costs directly related to data collection. Expenses not related to data collection can be considered with appropriate justification. For interview projects, students are encouraged to do their own transcription or use Otter or other automatic transcription support systems. Budgets are approved as part of the proposal's budget planning process in Capstone I. Capstone request forms are found on the PhD Sharepoint site: PhD Program - Home. It is best to go to the Sharepoint site directly in case of any updates to the form.

Dissertation Support

Limited funds available through the school's endowed dissertation resource funds provide financial support for dissertation research expenses. Students must have passed their dissertation overview before applying to utilize these funds, and funds must be approved prior to any purchases. Up to $1000 will be awarded per person during the dissertation process. Dissertation funding request forms are found on the PhD Sharepoint site: PhD Program - Home. It is best to go to the Sharepoint site directly in case of any updates to the form.

Grants, Fellowships, and Awards

Students are encouraged to apply for pre-doctoral research traineeships and other external grant awards. External awards may include full or partial support for tuition and fees, a pre-doctoral stipend, and/or funding to support research and/or dissertation-related expenses. Such funding varies from a limited one-time award to a multi-year grant.

Students are expected to work with the faculty and the SSW Research Grants Office when applying for funding. All grant submissions **must be approved and processed** through the School's grants office. Students should provide the PhD Program Director and their faculty mentor with the funding announcement, obtain approval to apply, and email the Research Manager to request a planning meeting.

If a PhD candidate receives funding as a pre-doctoral fellowship that is less than what they would have received as a GSR/TA/TF (including health insurance), the School will supplement the fellowship to make up the difference. Requests for supplemental funding MUST be made and approved before the submission of the grant proposal.

Travel and Training Support

Doctoral students on GSR, TA and TF Fellowships are awarded $800 per year to support conference travel, travel to training, and/or local training relevant to the student's development as a researcher (Years 1-4). Requests must be submitted in advance before purchases are made and must be in compliance with University of Pittsburgh's Travel Expenses. All requests must include a detailed budget and justification for how the conference/training enhances the student's development. Travel request forms are found on the PhD Sharepoint site: PhD Program - Home. It is best to go to the Sharepoint site directly in case of any updates to the form.

STANDARDS, EXPECTATIONS, AND SUPPORT

The PhD program abides by prevailing principles of academic integrity, research responsibility, and social work ethics. Doctoral students are viewed as professionals and colleagues who share in the collective responsibility for promoting, exemplifying, and continuing the ethical, professional, and academic standards of the profession, school, university, and academy. Students are expected to adhere to the standards and policies identified below and may be dismissed by the Program Director for violation thereof.

Academic Integrity

The PhD Program follows Pitt's Academic Integrity Guidelines and the School of Social Work's Academic and Professional Behavior Policy: Policy. These apply to all work conducted in the program, including coursework, the comprehensive exam, the dissertation, and affiliated projects.

Anti-Harassment Policy

No University employee, University student, or individual on university property may harass or abuse a person (physically, verbally, or electronically) when the conduct is severe or pervasive and objectively and subjectively has the effect of: (1) unreasonably interfering with such person's work or equal access to education, or (2) creating an intimidating, hostile, or offensive work or academic environment. Consistent with the University Nondiscrimination Policy and Sexual Harassment Policy, harassment on the basis of a legally protected classification, such as racial harassment or sexual harassment, is prohibited. This policy statement will be applied with due respect for the University's commitment to equality of opportunity, human dignity, diversity, and academic freedom, and, when constitutionally protected speech is implicated, only to the extent consistent with the First Amendment.

For more information, refer to the Office of Institutional Engagement and Wellbeing:

- Nondiscrimination, Equal Opportunity, and Affirmative Action)
- Sexual Misconduct and Title IX.

To file a report, Pitt Concern Connection

Authorship of Articles Policy

The School of Social Work sets forth guidelines for authorship; we are also guided by University of Pittsburgh standards in the Guidelines for the Responsible Conduct of Research

Authorship is reserved for persons who make a primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work (Huth, 1987). Authorship encompasses not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing, and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper.

This concept of authorship is discussed in the "Ethical Principles of Psychologists and Code of Conduct" (APA, 2001). To prevent misunderstanding and to preserve professional reputations and relationships, it is best to establish as early as possible in a research project who will be listed

as an author, what the order of authorship will be, and who will receive an alternative form of recognition.

Lesser contributions, which do not constitute authorship, may be acknowledged in a note. These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship. As early as practicable in a research project, the collaborators should decide on which tasks are necessary for the project's completion, how the work will be divided, which tasks or combinations of tasks merit authorship credit, and on what level credit should be given (first author, second author, etc.; Fine & Kurdek, 1993). This is especially appropriate if one of the collaborators is new to the publishing process.

Collaborators may need to reassess authorship credit and order if major changes are necessary in the course of the project (and its publication). This is especially true in faculty-student collaborations, when students may need intensive supervision or additional analyses may need to be conducted beyond the scope of a student's thesis or dissertation (Fine & Kurdek, 1993).

The corresponding author (the author who serves as the main contact) should always obtain a person's consent before including that person's name in a byline or in a note. Each author listed in the byline of an article should review the entire manuscript before it is submitted. Authors are responsible for determining authorship and for specifying the order in which two or more authors' names appear in the byline. The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution. If authors played equal roles in the research and publication of their study, they may wish to note this in the second paragraph of the Author Note.

References: APA Style

American Psychological Association (2001). Publication Manual of the American Psychological Association. APA: DC

Fine, M.A. & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty student collaborations. *American Psychologist, 48,* 1141-1147.

Consensual Relationships Policy

We are governed by the University's CS 02 Consensual Relationships| Office of Policy Development and Management. That policy reads, in part:

> Consensual relationships between faculty/staff and students that commence after the student has enrolled at the University are strongly discouraged and in certain situations, as discussed in the policy, not permitted. Similarly, consensual relationships between

faculty/staff members who work closely together are usually ill- advised and in certain situations, as discussed in the policy, not permitted.

Faculty and staff members are not permitted to engage in or solicit Consensual Relationships with students over whom they have Direct Supervision or with whom there is a reasonable likelihood of Direct Supervision. In the event such a situation is imminent or develops, the faculty or staff member must disclose the existence of the Consensual Relationship immediately to their supervisor, department chair, dean, or, where appropriate, higher administrative authority. The supervisor will then ensure that the faculty or staff member's Direct Supervision of the student is terminated as soon as practicable or avoided.

Family Educational Rights and Privacy Act (FERPA)

In compliance with the Family Educational Rights and Privacy Act of 1974, the University guarantees that students have the right to inspect all personally identifiable records maintained by the institution and may challenge the content and accuracy of those records through appropriate institutional procedures. It is further guaranteed by the University that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act. Further information may be found at the FERPA Educational Rights and Privacy

Family Leave

The University has adopted Graduate and Professional Student Parental Accommodation Academic Regulations (pitt.edu) that allow an eight-week parental accommodation period to provide flexibility in scheduling, deadlines and workload for all graduate students, and additional paid leave for birth mothers who hold academic appointments.

Language Proficiency Standards for International Students

We abide by university policies governing the Language Proficiency for Admissions and the English Language Comprehensibility Test for international students.

Non-native speakers of English do not require testing if they have completed a degree at an accredited institution in the U.S., or in another country where the official language is English at an institution where the language of instruction was English.

Students who do not meet any of the above criteria must attain a minimum score on a standardized test to be accepted to the program. Minimums are 80 on the internet-based test (iBT) Test of English as a Foreign Language (TOEFL), and 550 on the paper-based test (PBT) TOEFL.

Students who require testing must meet a higher standard to be eligible to become a Teaching Fellow. Minimum standards for teaching ae TOEFL iBT at least 100, TOEFL PBT at least 600 or IELTS Band at least 7.0.

Students who do not meet minimum standards for teaching will be tested at the English Language Institute (ELI) and may be required to complete remedial work stated on the English Test Score and Recommendation Form from the ELI.

International students who do not meet language proficiency standards may TA, and may lead activities such as review sessions, discussion sections, and other small group "laboratory" activities. Such activities are exempt from the Commonwealth's certification requirements, and activities are congruent with normal TA responsibilities.

NASW Code of Ethics

In addition to the university standards applicable to all Pitt students, the SSW also adheres to the NASW Code of Ethics. PhD students must abide by these standards in all program domains and capacities. A student represents the School of Social Work and the social work profession in their interactions with others, both on campus and in the community. A student is expected to act in a manner consistent with the Code of Ethics of the National Association of Social Workers (NASW Code of Ethics); relevant laws; and the policies, procedures, and protocols outlined by the School of Social Work in the Student Handbooks for each of the three academic programs.

Nondiscrimination Policy

The University of Pittsburgh does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

For more information, refer to the Office of Institutional Engagement and Wellbeing policies, procedures, and practices:

- Nondiscrimination, Equal Opportunity, and Affirmative Action)
- Sexual Misconduct and Title IX.

To file a report, Pitt Concern Connection

No-Smoking Policy

Smoking of any kind is not permitted on the premises of the School of Social Work.

Research Responsibility

All research conducted under university auspices is monitored by Pitt's Institutional Review Board for adherence to the principles of ethical and responsible research and conforms to standards set by the Office of Research Integrity and the Guidelines for the Responsible Conduct of Research. Prior to engaging in research with human subjects, students must complete a free online training in Responsible Conduct of Research hosted by the Collaborative Institutional Training Initiative (CITI) Training | Office of Research Protections | University of Pittsburgh.

Student Conduct

We adhere to Pitt's Code of Conduct.

Title IX at Pitt and in the School of Social Work

Title IX protects all members of the University community: students, staff, and faculty from sexual or gender-based misconduct, including discrimination, harassment, and assault. The University of Pittsburgh and the School of Social Work are committed to actively fostering a culture across all programs that prevent sexual violence and protects the safety of students, staff, and faculty from all forms of sexual or gender-based misconduct. You can speak to any employee of the School of Social Work for support and guidance. Please note that we are responsible employees and required to report incidents of sexual violence or misconduct.

To make a report: Pitt Concern Connection

For an emergency, please contact Pitt Police: 911, 412-624-2121

For support:

- **Civil Rights and Title IX Team: Civil Rights & Title IX | Office of Institutional Engagement and Wellbeing,** titleixcoordinator@pitt.edu, 412-903-3456.
- **Prevention at Pitt**: Prevention at Pitt | Office of Institutional Engagement and Wellbeing. Promotes ongoing dialogue with faculty, staff, and students around issues of consent, bystander intervention, harassment, and healthy relationships with the goal of eradicating sexual misconduct on campus.
- **University Counseling Center: Counseling Center | Division of Student Affairs**, 412-648-7930. This is a confidential session.
- **Care & Resource Support Team** - Care Managers | Division of Student Affairs

ACADEMIC POLICIES

University of Pittsburgh Academic Regulations are located at:
https://www.provost.pitt.edu/regulations-guidelines/academic-regulations.

Academic Standing

Academic standing is guided by the university regulation on Academic Standing for Graduate and Professional Students.

Good Academic Standing in the PhD Program

To be in Good Academic Standing, students are expected to maintain a cumulative GPA and term GPA of 3.00 or above, and appropriate progress towards their PhD degree.

In the School of Social Work, appropriate progress towards the PhD degree includes timely completion of PhD program academic milestones, including comprehensive exam, dissertation overview, and progress toward completion of the dissertation; and meeting the statute of limitations. In addition, the PhD program requires that students receive a B or better grade in all required courses.

Academic Notice

School of Social Work PhD students are placed on Academic Notice and notified by the PhD program director if they do not remain in Good Academic Standing. A student placed on Academic Notice is not eligible to take the comprehensive examination.

In addition, a student with two grades of C+ or lower, or whose cumulative GPA is below 3.0, will be referred to the doctoral program committee. The committee may choose between these options as part of an academic improvement plan:

a. A one-term probationary period in which the student must receive all grades of B or above, including make-ups for the one or more Cs on their record, and grades must be received within the grading deadlines for that semester. If the student fails to fulfill this requirement, a full Academic Review process will be initiated.
b. Immediate recourse to full Academic Review if student performance appears to indicate that termination may be the most advisable course.

Program Dismissal

A student who does not successfully make progress towards Good Academic Standing may be subject to academic dismissal as outlined in this regulation. In addition, in extraordinary circumstances, the Doctoral Program Director may recommend that the Dean's Office dismiss from the program any student who does not uphold ethical or professional standards.

In all cases, students will be notified when in jeopardy of program dismissal. The student will have an opportunity, if reasonable and feasible, to redress the concern or present claims on their own behalf.

Academic dismissal is a final action. A student may contest a dismissal and seek reinstatement by submitting a formal written request to the Dean. Once this appeal process at the school is exhausted, a student may appeal an academic dismissal to the Office of the Provost.

Grading Policies

Grading policies are guided by the university's University Grading regulation.

Required Courses - All required courses in the graduate curriculum must be taken for a letter grade, with the exception of practicum courses within the MSW program for Joint MSW/PhD students.

Elective Courses - A student has the option to choose any of the grading bases available for a given class. In addition, a student may audit any course with the permission of the instructor and the department offering the course. Please refer to the Registrar's website for grade definitions and deadlines for changing should you intend to change your grade basis.

Course Repeat Option - Course repeats are guided by the university's Course Repeat regulation. A student who receives a B- or lower in a required course must repeat the course. If a student receives a C+ or lower in an elective course the student will consult with their advisor, the doctoral program director, and the doctoral program committee, as necessary. The student may be required to take an additional appropriate course and achieve a B or better grade in that course.

To repeat a course, a student, in consultation with the academic advisor and with the approval of the Doctoral Program Director, must complete the Course Repeat form.

When a course is repeated, the original grade (B- or lower) for the course repeated remains on the transcript but is identified with an asterisk. Only the last course grade is counted in computing the Grade Point Average.

Grade Changes - Grade changes, in virtually every case, should be put through no later than one year after the initial grade was assessed. There may be conceivable reasons which justify a later change of grade, but they are quite unusual in character and should be considered exceptional. The Dean must approve a change in grade before the Registrar will honor it.

Grades for Courses in Other Departments - Courses taken in other schools and departments of the University of Pittsburgh by students from the School of Social Work

shall be graded according to the policy adopted by the school or department in which the course is being taken.

Incomplete Grades - Incomplete grades are guided by the university's Incomplete Grade regulation. Students submit a formal request for an Incomplete grade only when they have extenuating circumstances and cannot complete the coursework within the term. It is at the discretion of the instructor whether they approve or reject this request. The deadline for all incomplete coursework within the PhD program may be no longer than one year, from the end of the semester until the end of the same semester the following year.

Requests for an Incomplete grade must include:

1. Written communication to the instructor, except under emergency conditions
2. A description of the outstanding work to be completed
3. State reasons for needing this consideration
4. Be prepared to present evidence substantiating the unique conditions necessitating this request
5. A proposed deadline for completion, within the one-year deadline

"W" Grades - "W" grades are guided by the university's Course Withdrawal regulation. If a student wishes to withdraw from a registered School of Social Work course after the deadline date for add-drop, they may do so no later than the 9th week of a full term or the 4th week of the Summer Session. To withdraw during this period, students must complete a Monitored Withdrawal Request Form for each class, available from the student's advisor. The form must be signed by each individual instructor and submitted to the School's Academic Registration and Records Manager. A student earns no credit or grade for withdrawn classes.

After the 9th week of the term (4th week of the session), a student will be permitted to withdraw from a course only in extraordinary circumstances and with the permission of the Dean.

Completion of the above process will result in the entry of a "W" grade on the student's transcript. If a student ceases to attend a course and does not initiate and complete the withdrawal procedures, they may be assigned an "F" grade for the course.

"Audit" (N) Grades for Academic Courses - The student must apply for the option to audit an academic course at the time of course registration and no later than the first session of the class. An auditing student pays full tuition fees for the course, earns no credit, and the course appears on the student's transcript. Typically, an auditing student meets all course performance expectations. However, in some cases, the course instructor may permit alternate arrangements, such as merely attending lectures or participating only as much as the student wishes. For example, the student and the instructor can agree that the

student will not write any papers for the class, or the student will not take any exams, but this must be approved in advance.

Registration

Registration procedures can be found at Enrollment steps, and are described here for students' convenience.

Class Schedules

A few weeks before the beginning of registration each term, the schedule of Social Work classes is posted online at the School's Web page for Class Schedules. The University publishes an online Schedule of Classes three times a year, shortly before each registration period for Fall, Spring, and Summer Terms, which can be accessed through the student portal at www.my.pitt.edu.

Registration Dates

Registration Dates for the academic year can be found by accessing the University of Pittsburgh's Academic Calendar: Academic Calendar - Calendar (pitt.edu).

All students should check the School of Social Work website for notices of special dates for registrations.

Registration Procedures

1. **Find the time of your Enrollment Appointment.** You cannot register for classes before your assigned Enrollment Appointment. To find your enrollment appointment, go to www.my.pitt.edu and click the Link to Student Center. Then, click Self Service; then, click Student Center. Your enrollment appointment will be listed in the box entitled Enrollment Dates on the right-hand side of the page.

2. **Meet with your academic advisor before your Enrollment Appointment**. Schedule an appointment with your advisor prior to your Enrollment Appointment. You and your advisor will develop a course schedule to meet your needs and to satisfy the curriculum requirements. After the appointment, the advisor releases the "Academic Advisement Service Indicator." **Please note:** You cannot enroll for classes until the academic advisement service indicator is removed. All students who are advanced to candidacy and working on their dissertation MUST register for Full Time Dissertation Study (FTDS) credits.

3. **Select classes for your shopping cart.** You may select classes and add them to your "shopping cart." This does not hold a seat for you in the class, but it will prepare you to register immediately after your "enrollment appointment" begins.

    a. Log in to your Student Center through the **my.pitt.edu** Web portal.

b. Once you have navigated to your "Student Center," click the "Add a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. The "Select Classes to Add" page displays after you have chosen the term. Add all classes to your enrollment shopping cart by entering the 5-digit class number in the "enter Class Nbr" box and clicking on the "enter" box after each entry. Click the "Next" button to enter additional class numbers.

4. **Complete the online self-registration at the time of your Enrollment Appointment (or after).** To complete the online self-registration:

   a. Log in to your Student Center through the **my.pitt.edu** Web portal.

   b. Finalize course selections as needed. After entering all class numbers, click the "Proceed to Step 2 of 3" button to confirm all the classes in your cart. The Promissory Note displays above the shopping cart. After you have finished reading the agreement to pay, scroll down to the shopping cart. After you have finished reading the agreement to pay, scroll down to click on the "Accept Terms & Register" button. A green checkmark in the status column means that you have successfully enrolled. A red X shows there was an error during the enrollment process.

Full-Time (0 Credit) Dissertation Study Registration

Students enroll in 0-credit Full-Time Dissertation Study (FTDL) option after completing all coursework for the doctoral program. Students do not have to register for FTDL for the summer term. The "L" in FTDL is specific for the school of social work.

Add/Drop Procedures:

- To **ADD** classes, Log in to your Student Center through the **my.pitt.edu** Web portal. In the Student Center, click the "Add a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. Follow the same steps you took to register initially for the term to add classes to your schedule.

- To **DROP** classes, Log in to your Student Center through the my.pitt.edu Web portal. In the Student Center, click the "Drop a Class" link. Select the correct term and click the "Continue" button. Click the box next to the class or classes you would like to drop; then click the "Drop Selected Classes" button. Review the information on the "Confirm your Selection" screen. Click the "Finish Dropping" button to drop the classes you have selected. On the "View Results" screen, a green checkmark will display next to the classes you successfully dropped.

Cross Registration - Graduate Program Procedures

Students in the School of Social Work are permitted to take courses in other departments of the University of Pittsburgh, such as Sociology, Graduate School of Public and International Affairs, Psychology, Law, and in other universities. Procedures followed should be: (1) discussion with advisor about relevance of course to desired goal and (2)

obtaining permission from the course instructor. There is a cooperative program in operation between the University of Pittsburgh and other universities and colleges in Pittsburgh (Carnegie-Mellon, Pittsburgh Theological Seminary, Duquesne). Students who wish to take courses in other universities should, after discussion with their advisors, follow Pitt's PCHE Cross Registration

Add/Drop and Resignation

Students may drop all classes through the last day of the add/drop period. If you do so, all your course-related charges and fees will be cancelled. You can also drop all your courses by contacting the Student Appeals Office.

If you decide to leave the University after the add/drop period has ended, you must resign through the Office of Student Appeals, and your charges may be prorated. More information can be found on the Resignation Info page. Please review that page first for information needed to resign.

The Office of Student Appeals contact information is: resignation@cfo.pitt.edu or 412-624-7585.

Financial Penalties and Holds

Fees are assessed for late payment, late registration, late application for graduation, re-instatement, etc. Information on fees and the conditions under which they are to be paid is available on Pitt's Student Payment Center website.

If a student does not pay in full or make payment arrangements through Student Loans and Special Accounts by the due date on the invoice, Student Accounts may place a financial hold on the student's account. Financial holds may deny student access to certain University services, such as registration, add/drop and receipt of grades, transcripts, and diplomas.

Invoices

Students are advised to retain all receipted academic invoices until all courses are recorded on official University transcripts. The receipted invoice is the only proof that the student has registered and paid all fees.

Transcripts

Students may request transcripts from the Office of the Registrar's Transcript page. Students are responsible for reviewing all University of Pittsburgh transcripts and/or grade reports each term to ensure accurate recordings of grades, credit hours earned, advanced standing, etc. All errors in the transcript should be reported immediately to one's advisor and to the Student Services Center, Room 2117 Cathedral of Learning.

Application for Graduation

Students apply for graduation during the term in which they expect to be graduated, preferably at the time of registration for their final term, but no later than the deadline posted in the

academic calendar. The deadline for application for December graduation is December 1, for Spring graduation is April 1, and for August graduation is August 1.

Ultimately, it is the responsibility of the student to ensure that they have satisfied all requirements for graduation. Only doctoral students who have successfully completed the defense of their dissertation are permitted to participate and be hooded during Spring commencement and the School's Afternoon of Recognition ceremonies and be listed as doctoral graduates in the respective programs.

The application form is available in my.pitt.edu and more information is here: Graduation Information. Failure to apply for graduation before the deadline date will either result in the assessment of a late fee and could interfere with graduating on schedule.

All graduates should receive a final transcript which shows conferral of the degree. If you do not receive this transcript within two months after graduation, please contact the Transcript & Verification department in the Office of the Registrar at Transcripts.

Steps for applying for graduation and submitting your official final copy of the dissertation:

1. ***Dissertation Defense***
    a. Approve the date of your defense with the Chair of your committee.
    b. Book the room for your defense. If you need help, reach out to PhD Operations Lead.
    c. Share date, time, location, and title of defense with PhD Operations Lead. I have paperwork to fill out and get signed by your committee for your files.
    d. Share your defense information with your committee.
    e. Advertise for your defense, which is a requirement for graduation. Email Director of Marketing and Communications, at least 2 weeks prior to your defense. This is the person who submits events to calander.pitt.edu. Include the title, date, time, and location.

2. ***Dissertation***
    a. Complete and sign the ETD Approval Form: University of Pittsburgh and email this to PhD Operations Lead. Include the names and emails of your committee members so I can circulate this for their signatures.
    b. Email the Student Payment Center at payments@pitt.edu to ask for the $50 ETD fee to be posted to their PittPAY account. Include your seven-digit student ID and which term it should be posted to. Once you see the charge on your account, you can process payment in PittPAY by credit card or eCheck. You'll automatically receive a receipt, which is sent to your campus email address from pittpay@pitt.edu. Save the receipt.
    c. Sign up for the ETD Workshop: https://etd.pitt.edu/help. It is important that you understand what is expected.
    d. Email the receipt to the PhD Operations Lead.
    e. Work with the PhD Operations Lead on any edits needed within the ETD software. Stay active and engaged so your dissertation can be completed within the format

required by the University.

3. ***Proof of Completion of the Survey of Earned Doctorate (SED)***
    a. Fill out SED - https://sed-ncses.org/login.aspx . Shortly after filling out the registration page (typically within seconds), you will receive an email with the URL to the actual survey, and a unique PIN and Password. A student can suspend the survey before it is completed without losing their previous responses and can return to it later by using the PIN and Password.
    b. Email proof to PhD Operations Lead for your files.

4. ***Exit Survey***
    a. Complete the AAUDE Doctoral Exit Survey
    b. Email PhD Operations Lead a screenshot of the certificate of completion.

5. ***Copyright, Patent, Software License (if applicable)***
    a. Copyright. Send a copy of the copyright permission letter(s) from the copyright owner(s) to the PhD Operations Lead. Letter should state that ProQuest Dissertations and Thesis GlobalTM may supply copies on demand.

    b. Patent. If you believe the work described in the thesis or dissertation is patentable and you have submitted an invention disclosure form to the University Office of Innovation and Entrepreneurship, then you can request that the ETD be withheld for one year.

    c. Executable Software. If your dissertation contains executable software owned by another party, attach two copies of a letter from the owner of the software license granting permission to use it. Such letter(s) should state that ProQuest Dissertations and Theses GlobalTM may supply copies on demand.

6. ***Milestone verification*** **-** share with PhD Operations Lead to ensure all necessary paperwork is complete and PeopleSoft is current.
    a. Oral Composition Examination: DATE
    b. Committee Approval: DATE
    c. Committee Members (including Chair and external members school affiliation):
    d. Overview completion: DATE and Title
    e. Doctoral Candidacy Approval: DATE
    f. Defense: Date and Title
    g. Dissertation Approval: DATE

7. ***Graduation***
    a. ETD deadline is one month before graduation for final submission. First upload two months before graduation. Anticipate work on editing to achieve the format required. PhD Operations will review your dissertation in ETD and note edits that are required. The PhD candidate will follow up and complete the edits.
    b. Apply for graduation - **Graduation & Diplomas | School of Social Work**

c. Know your deadlines: **Graduation & Diplomas | School of Social Work**

8. Ceremony

a. Participating in commencement requires you to sign up. This is voluntary and you are not automatically signed up.

b. Hooding ceremonies are held in December hosted by the University of Pittsburgh Office of Special Events and Spring hosted by the School of Social Work. The School of Social Work does not host a December hooding ceremony.

c. If you graduate in the summer or winter prior to the May ceremony, you may sign up to be hooded in that future Spring ceremony.

Student Status

Continuing Student

A continuing student is one who is actively enrolled in the University and meets the criteria for active status under Policy AC56.

Inactive Status

A student who is not enrolled during a twelve-month period is transferred to inactive status and must apply for readmission and be approved by the Dean of their school before they may register again.

Doctoral students who have completed their required course work and are working on their dissertation research on the Oakland Campus, or elsewhere, must be registered for a minimum of 1 credit (or for Full-Time Dissertation Study) in each 12-month period whether they use University facilities/faculty time, or not. Students who do not register within the 12-month period will be placed on inactive status and must be readmitted or reinstated to continue in their programs. The student's request for readmission must be submitted to the program director for approval. Those students in inactive status for 2 years or more may be required to retake the qualifying or comprehensive exams for readmission.

All students must be registered in the term in which they are graduating.

Policy on Re-Admissions

Students who have not been registered in the school for one calendar year or longer for any reason are required to apply through the Admissions Office for re-admission. Re-admitted students enter the school under the curriculum requirements current at the time of their re-admission.

STUDENT LIFE

School of Social Work Committees

Doctoral students may participate on certain academic committees. The Doctoral Student Organization selects students to attend the Doctoral Program Committee meetings. Matters which involve performance of individual students or decisions on applicants to the Program exclude student participation since this would necessitate sitting in judgment on current or prospective peers.

Occasionally, the School has faculty vacancies and interviews candidates for possible employment. Students are encouraged to attend faculty candidate job talks and participate in the review of faculty candidates. Time is allotted for each faculty candidate to meet with interested students.

Student Organizations

Doctoral Student Organization - supports and enhances the academic achievement of social work doctoral students by providing a forum for collegial support, free exchange of ideas, discussion of critical issues related to the social work doctoral program, and initiation of appropriate action as needed. The DSO represents the collective interests of all doctoral students to the faculty, administration, and staff of the University, providing a vehicle for, and promoting cooperation with other university and community organizations, and providing various services to the social work doctoral students in order to support academic and professional development and success. The DSO is governed by elected officers. The DSO is allotted an annual budget. The officers will be responsible for maintaining a record of their expense requests.

Graduate and Professional Student Government (GSPG) - the Graduate and Professional Student Government is the student government for all graduate and professional students at Pitt. The organization works to ensure that student needs and concerns are represented to the university administration and city and state governments. It hosts various social, civic, and cultural events throughout the year, and provides various services such as travel grants and supplemental funding.

The Union of Black Social Work Students - The Union of Black Social Work Students promotes academic achievement, professional development, and scholarship of emerging Black scholars. Union of Black Social Work Students

Professional Organizations

Council on Social Work Education (CSWE) - Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. As of June 2022, CSWE members automatically include all social work faculty, staff, and students of accredited and candidacy social work programs (there are no longer individual memberships for these people, membership is automatic with accredited program dues). CSWE's

Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

Membership includes an electronic subscription to the *Journal of Social Work Education*: Journal of Social Work Education.

National Association of Social Workers (NASW) -The National Association of Social Work is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards for social workers, and to advance sound social policies. A subscription to its official journal, Social Work is included with membership. NASW members are also members of the NASW Pennsylvania Chapter.

National Association of Black Social Workers (NABSW) - The National Association of Black Social Workers is a nationwide professional organization of Black social workers and students whose mission is to enhance the quality of life and empower people of African ancestry through advocacy, human service delivery, and research.

Society for Social Work and Research (SSWR) - The Society of Social Work and Research (SSWR) is dedicated to the advancement of social work research. SSWR works collaboratively with several other organizations that are committed to improving support for research among social workers. The Society for Social Work and Research advances, disseminates, and translates research that addresses issues of social work practice and policy and promotes a diverse, just, and equitable society. SSWR hosts a yearly research conference of interest to many doctoral students. Membership includes an electronic subscription to the Journal of the Society of Social Work and Research.

School of Social Work Alumni Society - The Alumni Society of the University of Pittsburgh School of Social Work serves as a bridge between the University of Pittsburgh School of Social Work and the community of Social Work by providing recognition of alumni excellence, promoting professional networking and development opportunities, and ensuring the continued distinction of the school. Our alumni change the world, mentor the next generation of leaders, and embody what it means to be a social work professional.

Libraries

The Buhl Social Work Collection is located on the first floor of Hillman Library. The Buhl Library is staffed by a part-time Social Work Librarian. For more information, please contact: Mr. Arif Jamal, 412-648-7759, ajamal@pitt.edu. First year PhD students are encouraged to make an appointment with Mr. Jamal to get an overview of the collection.

Library study carrels are available for graduate students and may be reserved each term at the ground floor lending desk.

Materials unavailable in Hillman or other university libraries may be available through **Interlibrary Loan** Services.

Reciprocal access: Social Work students have access to library facilities at Carnegie Mellon University, Duquesne University, Carlow College, and other institutions which are members of the Pennsylvania Academic Library Consortium, Inc. Graduate students may borrow materials at these facilities with current ID cards and validations. More information on how to get started can be found here: https://library.pitt.edu/resource-sharing

Student Services

Career Services

The Van Kirk Career Center, located on the 22nd Floor of the School of Social Work, offers students and alumni(ae) a wide array of opportunities to help achieve career goals. Please view the Career Services page on the School of Social Work website for Current Job Opportunities, and the extensive listing of Career Resources to help individuals secure the job of their choice. The Director of Career Services is available to students and alums for help with the job search, resume and cover letter writing, networking, and interview skills.

Student Lounge and Communication Center

There is a doctoral student lounge on the 23rd floor, 2310 Cathedral of Learning. Computers and a printer are available for use. To get swipe access, reach out to the Program and Fiscal Coordinator.

Lactation Rooms

The University values and encourages nursing parents in the employment and education environment. This link provides a map of Lactation Rooms | Office for Equity, Diversity, and Inclusion | University of Pittsburgh on the Oakland campus. Nursing parents should contact the person who coordinates the use of the room that best meets their needs to notify them of their intention to access the room.

Restroom Policies

Faculty, staff, and students are welcome to use restrooms that correspond to their gender identities. The University also provides a list of Single-Occupancy Restrooms. In addition, students seeking transgender information, resources, or services should visit Trans and Non-binary Information at Pitt.

Student Basics

Disability Resources and Services

The University of Pittsburgh is committed to providing equal opportunities in higher education to academically qualified students with disabilities. Disability Resources and Services (DRS) Office of Disability Resources and Services is the designated department by the University to determine reasonable accommodations and services.

Housing Opportunities

The University of Pittsburgh offers apartment-style living for graduate and professional students through Housing Services. The Residences on Bigelow offer efficiencies and one- or two-bedroom apartments that are fully furnished with kitchenettes and on-site laundry. A short 15-minute walk to the Cathedral of Learning, the Residences on Bigelow also has an express shuttle to campus and many other on-campus amenities. Graduate students who are interested in applying for an apartment lease should complete Panther Central's online form. Postdocs are also eligible for this housing opportunity.

Identification Card

At the University of Pittsburgh, we use a Mobile Panther ID. Instructions are on the website including the correct app to use. This ID will provide access to essential campus services. This ID is used for swipe access to authorized buildings, checking out library materials, access to the gym, and other services.

International Services

The Office of International Services (OIS) is the University's immigration specialists. The chief job of the office is to make sure that immigration issues are handled smoothly, quickly, and correctly. OIS also provides a special orientation process for international students.

Public Transportation

With a current and valid Pitt ID, students may ride any Pittsburgh Regional Transit buses, campus shuttles, or inclines at no charge. For more information: Panther Mobility.

Student Health

Student Health Care information for graduate Students is found here: https://www.hr.pitt.edu/students/student-health-coverage-plans. Our health clinic on campus Is found here: Student Health Services.

University Counseling Center

The University Counseling Center (UCC) provides services and programs that foster the academic and personal development, and the psychological well-being of Pitt's diverse student body. Any student interested in services at UCC or requiring support for an urgent or crisis situation may present to the UCC at any time during drop-in hours to speak with a clinician. If you are in an emergency situation where danger is imminent and immediate help is required, call 911 or the Pitt Police at 412-624-2121.

After-Hours Counseling Phone Numbers:

- General Mental Health Crisis Response: 412-648-7930
- Sexual Assault Response: 412-648-7856

The Office of Veterans Services

The Office of Veterans Services facilitates the transition of veterans from military to university life, supports their ongoing academic success, and assists veterans, guardsmen, reservists, spouses, and dependents in receiving their military education benefits.

The Writing Center

The Writing Center is an academic center supported by the Department of English and the Dietrich School of Arts and Sciences for students to come to work on their writing. Students must be enrolled at the University of Pittsburgh in order to register for an appointment. The Writing Center offers one-on-one tutoring for graduate students, as well as five-day Dissertation Camps, one-day Dissertation Workshops, and Writing Days. In addition, Penny Miller, located in the SSW Dean's office, is a writing specialist.

Student Emergency Loans

The Emergency Student Loan program and Financial Wellness coaching are resources for students experiencing financial struggles.

ACADEMIC YEAR APPOINTMENTS

Specific support may vary and is described in each student's admission letter. The University of Pittsburgh Graduate Student Union is currently in contract negotiation with the University administration. That contract, when in place, may **change some of the details of current arrangements described here.*

Each doctoral student in the School of Social Work receives an academic employment appointment as a graduate student assistant, graduate student researcher, teaching assistant, and/or teaching fellow for the first four years of their enrollment as a full-time student (5 years for joint MSW/PhD students).

These positions follow university regulations on Teaching Assistants, Teaching Fellows and Graduate Student Assistants. These are eight-month academic year appointments that provide a standard stipend, health benefits and full tuition scholarship, and require 20 hours of work per week. The stipend rates are set by the Office of the Provost and can be viewed on the Graduate Student Resources page announcing annual stipend rates: Stipend Rates. This Graduate Student Resources area contains many useful links and information for University of Pittsburgh graduate students.

- Students must be enrolled full time to be employed as a GSR, TA or TF. 0-Credit Full-time Dissertation Status registration for students beyond the completion of coursework is considered full-time status.

- Written notification of each year's appointment will be made to the appointee and will include the general conditions and pertinent terms of the appointment.

- Students receive a new appointment letter each year and must be in good academic standing and making satisfactory academic progress towards their degree to be re-appointed.

- All appointments are conditioned upon compliance with university policies, including but not limited to University Policies.

Health Insurance

Employment for full-time PhD students and MSW/PhD students on academic year GSR/TA/TF appointments includes the graduate health insurance plan for all three semesters (fall, spring, and summer). Insurance for dependents is not included in doctoral student funding but can be purchased from the University.

International students must carry medical health insurance while students at the University of Pittsburgh. They must either purchase a university-sponsored plan or provide evidence of private health insurance. The GSR/TA/TF employment appointment provides the required health insurance coverage.

All doctoral students must re-enroll for health insurance each year. Enrollment is not processed through the School of Social Work, rather, it is processed directly through the University of Pittsburgh – Benefits Department. Please visit: Graduate Health Insurance Plan.

Appointments Overview (GSR, TA, TF)

University Regulations regarding GSR/TA/TF appointments are outlined here: https://www.provost.pitt.edu/teaching-assistants-teaching-fellows-and-graduate-student-assistants

Across each of these appointment types, students with a full appointment should not spend more than 20 hours on average in any week on assistantship activities. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard average.

GSR/TA appointments in the School of Social Work are typically for one academic year (fall and spring terms). TF appointments in the School of Social Work are by semester.

Graduate Student Researcher (GSR)

First and second year doctoral students are usually employed as GSRs (Graduate Student Researchers). These appointments involve a twenty hour per week commitment as a research assistant to a SSW faculty member on the faculty member's research.

GSR appointments in the School of Social Work are based on faculty staffing needs; all efforts are made to match appointees with faculty mentors who have common areas of interest and research agendas although this may vary.

As an employment assignment, the exact nature of a GSR's responsibilities is dependent upon the appointee's faculty assignment. Some examples of typical GSR tasks include:

- Conducting literature reviews
- Assisting with data management and/or analysis
- Carrying out tasks related to research projects such as survey design or data collection
- Helping prepare conference presentations
- Assisting in manuscript preparation
- Assisting in the preparation of grant proposals

Graduate Student Researchers are supervised by their assigned faculty mentor. The type and level of supervision is based on the GSR's responsibilities. Therefore, faculty members are responsible for determining exactly how the assigned GSR is supervised. However, it is expected that faculty mentors and their GSRs have a regular weekly meeting time.

GSR Evaluation

The University of Pittsburgh requires a performance evaluation of each Graduate Student Researcher at least once each semester. Faculty supervisors provide a written evaluation

using the School of Social Work's Doctoral Student Research Assistant and Mentoring Performance Evaluation Form at the conclusion of each semester. These evaluations are then discussed with the GSR and returned to the Doctoral Program Director to be placed in the student's academic folder at the end of the term.

Teaching Assistantships (TA)

A Teaching Assistantship is a form of graduate student employment in which students complete specific teaching and teaching-related activities under the guidance of faculty mentors.

TAs may be assigned to classes taught by the same, or by different faculty members in the fall and spring terms, based on program, faculty, and student needs and interests.

For more information about university guidelines: Teaching Assistants, Teaching Fellows and Graduate Student Assistants | Office of the Provost

Required Preparation

Students are prepared for teaching in the required *Seminar in Social Work Education* course. In addition, the University Center for Teaching and Learning offers numerous helpful resources, including a New Teaching Assistant Orientation required at the start of the first term in which the student will TA.

All doctoral student TAs must hold MSW degrees and therefore are eligible to TA for classes in both the BASW and MSW program. Only doctoral students with two years of relevant post-masters practice experience may TA practice classes. Students with exceptional preparation in research methods and statistics may TA for the lab portion of PhD level statistics courses. Students are required to TA for in-person courses before they are eligible to TA for online courses.

Classroom duties and supervision

As an employment assignment, TA responsibilities vary by the course and mentor assignment. TAs may be involved in administrative tasks for the course as well as course delivery tasks. Some examples of typical TA tasks include:

- preparing classroom materials;
- constructing, proctoring, and grading examinations;
- grading students' written papers;
- delivering lectures; and
- assisting students with questions related to the course.

Teaching Assistants are supervised by the full-time faculty member teaching the course to which they are assigned. The extent and type of supervision is based on the TA's responsibilities. TAs are required to have regular weekly supervisory meetings with the Professor (mentor) to whom they are assigned.

TA Evaluation

Teaching Assistants are evaluated with the School of Social Work's TA / TF Evaluation Form at the (Appendix C) completion of their assignment. Completed evaluations should be submitted to the Program Director.

Teaching Assistants are responsible for asking their supervising faculty mentor to add appropriate questions regarding their performance as a TA on the course evaluation form administered by the Office of Measurement and Evaluation of Teaching. These evaluations of TA performance are discussed with the TA and included in the TA's written evaluation completed at the end of the term.

TAs must be added to the course in PeopleSoft by an academic administrator to ensure that they can be included in the OMET evaluation; the supervising faculty member should request that the TA be added to the PeopleSoft course record.

Teaching Fellowships (TF)

A Teaching Fellow is the lead instructor of record for one course in a semester in the School of Social Work. TFs are responsible for preparing and delivering the assigned course independently. After students have completed successfully completed at least two terms as a TA, they are eligible to employed as TFs. Teaching Fellows must have completed coursework, passed the competency exam, have previous TA experience, and possess an MSW degree.

Appointment as a Teaching Fellow is based on the appointee's areas of interest and expertise and successful progress in the requirements of the PhD Program.

Required Preparation

All doctoral student Teaching Fellows are eligible to teach in either the BASW or MSW program. To be eligible to teach practice courses in either program, Teaching Fellows must possess a minimum of two years of post-MSW practice experience beyond their graduate social work degree (for definition of "practice experience" see: CSWE EPAS 2022, page 22: CSWE Accreditation Standards.)

Classroom duties and supervision

As an employment assignment, TF responsibilities include all the tasks involved in teaching a course such as:

- syllabus development;
- development and delivery of weekly course lectures and additional course materials;
- leading class discussions; and
- assessment of student performance and learning.

Teaching Fellows are assigned a faculty teaching mentor, usually an instructor with experience delivering similar content. TFs are required to meet with their faculty teaching

mentor at least three times a semester; the teaching mentor and the TF establish the content and goals of these supervisory meetings.

TF Evaluation

Courses taught by Teaching Fellows must be evaluated by students using the form administered by the Office of Measurement and Evaluation of Teaching (OMET). The evaluations are presented to and discussed with the Doctoral Program Director and are included in the TF's academic folder.

Problem-solving in GSR/TA/TF appointment work

GSR problem-solving steps:

Step 1: The student and GSR mentor should meet to discuss the problem and work out a solution.

Step 2: If the problem cannot be resolved, then the student and GSR mentor meet with the doctoral program director. If there is a question of discrimination or bias, then the SSW ombudsperson should be involved.

Step 3: If the problem still cannot be resolved, then the student, GSR mentor, and doctoral program director meet with the Dean.

TA problem solving steps (BASW or MSW program):

Step 1: The student and TA mentor should meet to discuss the problem and work out a solution.

Step 2: If the problem cannot be resolved, then the student and TA mentor meet with the program director for the course (BASW, MSW). If there is a question of discrimination or bias, then the SSW ombudsperson should be involved.

Step 3: If the problem cannot be resolved, then the student, TA mentor and program director meet with the Associate Dean for Academic Affairs.

Step 4: If the problem cannot be resolved, then everyone (student, TA mentor, program director, and ADAA) meet with the Doctoral Program Director.

Step 5: If the problem still cannot be resolved, then everyone (student, TA mentor, BASW or MSW program director, doctoral program director and ADAA) meet with the Dean.

TA problem-solving steps (PhD program):

Step 1: The student and TA mentor should meet to discuss the problem and work out a solution.

Step 2: If the problem cannot be resolved, then the student and TA mentor meet with the doctoral program director. If there is a question of discrimination or bias, then the SSW ombudsperson should be involved.

Step 3: If the problem cannot be resolved, then the student, TA mentor and program director meet with the Dean.

TF problem-solving steps:

Step 1: The student meets with the program director for the course (BASW or MSW).

Step 2: If the problem cannot be resolved, then the student and program director meet with the Associate Dean for Academic Affairs.

Step 3: If the problem still cannot be resolved, then the student, BASW or MSW program director and the Associate Dean for Academic Affairs meet with the Doctoral Program Director.

Step 4: If the problem is still not resolved, everyone (student, both program directors, ADAA) meet with the Dean.

APPENDICES

APPENDIX A: PHD STUDENT SKILL EVALUATION AND GOALS

This form is to be completed by the student prior to their first meeting with the faculty mentor to identify goals and competencies that they would like to develop in the academic year.

Skill-building goals: What skills, experiences, and opportunities does the student need to build this year? Goals are organized developmentally.

Goals/competencies sought		
Early in program (approximately year 1)		
Needed	Completed	
☐	☐	Literature search (systematically search for and identify relevant sources)
☐	☐	Literature review (synthesize relevant sources in a clear and concise summary, recognizing gaps in the literature, use APA for references)
☐	☐	Read grant in development (ask questions of the authors and/or provide feedback)
☐	☐	Project administration (managing appointments, administering survey incentives, creation of study materials, scheduling meetings, reserving space)
☐	☐	Recruit and screen research participants (invite participants, conduct informed consent, utilize screener and risk assessments to assess for inclusion criteria)
☐	☐	Quantitative data collection (administer surveys, conduct quantitative interviews)
☐	☐	Qualitative data collection (lead focus group discussions and/or conduct individual interviews)
☐	☐	Write IRB (identify human subjects concerns, and write a consent form, screening tools, etc.)
☐	☐	Conference presentation co-author (contributes submission to national conference, prepares slides, presents at least part of presentation)
☐	☐	Contributing to a manuscript (minor role: proofreading, creating tables/charts, searching for literature, references, cover letter, identifying possible journals)
☐	☐	Other:
Mid program (approximately year 2)		
Needed	Completed	
☐	☐	Quantitative data analysis (Assist with basic data analysis tasks, univariate/bivariate and multivariate)
☐	☐	Qualitative data analysis (conduct thematic analysis with an existing codebook and/or help to develop codebook)
☐	☐	Contributing to a manuscript (second author: drafting sections of a paper identified by lead author)
☐	☐	Building community partnerships (attending meetings, assisting with community presentations, searching for new community collaborators, helping to organize a community advisory board)
☐	☐	Data cleaning and management (identification of duplicate respondents, re-coding response values, managing recruitment tracking systems, merging datasets)

☐	☐	Guest lecture/teach and ask for feedback from host instructor and students
☐	☐	Other:
Mid program (approximately year 3)		
Needed	Completed	
☐	☐	Leading a manuscript (first author: managing coauthors, decision on journal, outlining and assigning tasks, lead revisions when requested by journal)
☐	☐	Lead team meeting (create an agenda, facilitate meeting, develop action steps)
☐	☐	Create and present reports to community partners (attend meeting of stakeholders and community partners to share findings)
☐	☐	Grant writing with mentor/colleagues (identifying and reviewing the RFP, understanding the components required, writing and editing narrative)
☐	☐	Conference presentation lead (leads submission to national conference, prepares slides or poster, presents presentation)
Late in program (approximately year 4)		
☐	☐	Managing other students (interview, hire, orient, and support MSW students on research team).
☐	☐	Mentoring other students (provide feedback on work, give advice on career direction, advise on abstract submissions, provide support)
☐	☐	Write independent grant application (write and submit grant application to support dissertation work)
☐	☐	Teach at least one course independently

Consultation and Mentorship Goals: What areas would be helpful to receive consultation and mentorship? Check all that apply and add others.

Student could use support around:		
Needed	Discussed	
☐	☐	Time and task management
☐	☐	Self-care/work-life balance
☐	☐	Building a network of mentors and sponsors (reach out to others doing similar work, ask for meetings at conferences or phone calls, see advise, look for collaborations)
☐	☐	Articulating an overarching research focus (including research questions of interest)
☐	☐	Negotiating work roles and responsibilities with colleagues
☐	☐	The bounds of my research agenda (in preparation for comprehensive exam)
☐	☐	My teaching style and approach in the classroom
☐	☐	My career trajectory (what type of job at what type of institution/organization I seek)
☐	☐	The bounds of my dissertation (in preparation for dissertation proposal)
☐	☐	Preparing my job search materials (written documents, mock interviews, mock job talks)
☐	☐	Other:

APPENDIX B: STUDENT GOALS AND DEVELOPMENT PLAN - FACULTY

Student name:
Mentor:
Other mentors:
Date:

Purpose: To help students and their advisors connect student goals with learning opportunities offered through projects and mentorship. Because it is recognized that not all training opportunities will be available within one mentoring relationship, this worksheet helps to also identify others who could work as a collaborative mentoring team to support the student.

Instructions: Please use the following steps to begin a conversation and solidify a plan for this academic year. Blank spots allow for entering individual goals not yet listed. The timing of these tasks is *flexible*. Review all tasks, as the timeline is a guideline, but students may be completing tasks earlier or later in their doctoral training.

Step 1. Skill-building goals: What skills, experiences, and opportunities does the student need to build this year? Goals are organized developmentally.

At the start of the quarter: Check all "Needed" competencies sought by student. At end of quarter, check all "completed" tasks where student had the opportunity to participate.

Goals/competencies sought		
Early in program (approximately year 1)		
Needed	Completed	
		Literature search (systematically search for and identify relevant sources)
		Literature review (synthesize relevant sources in a clear and concise summary, recognizing gaps in the literature, use APA for references)
		Read grant in development (ask questions of the authors and/or provide feedback)
		Project administration (managing appointments, administering survey incentives, creation of study materials, scheduling meetings, reserving space)
		Recruit and screen research participants (invite participants, conduct informed consent, utilize screener and risk assessments to assess for inclusion criteria)
		Quantitative data collection (administer surveys, conduct quantitative interviews)
		Qualitative data collection (lead focus group discussions and/or conduct individual interviews)
		Write IRB (identify human subjects concerns, and write a consent form, screening tools, etc.)

		Conference presentation co-author (contributes submission to national conference, prepares slides, presents at least part of presentation)
		Contributing to a manuscript (minor role: proofreading, creating tables/charts, searching for literature, references, cover letter, identifying possible journals)
		Other: Ref mgmt. software; stata/R
Mid program (approximately year 2)		
Needed	Completed	
		Quantitative data analysis (Assist with basic data analysis tasks, univariate/bivariate and multivariate)
		Qualitative data analysis (conduct thematic analysis with an existing codebook and/or help to develop codebook)
		Contributing to a manuscript (second author: drafting sections of a paper identified by lead author)
		Building community partnerships (attending meetings, assisting with community presentations, searching for new community collaborators, helping to organize a community advisory board)
		Data cleaning and management (identification of duplicate respondents, re-coding response values, managing recruitment tracking systems, merging datasets)
		Guest lecture/teach and ask for feedback from host instructor and students
		Other:
Mid program (approximately year 3)		
Needed	Completed	
		Leading a manuscript (first author: managing coauthors, decision on journal, outlining and assigning tasks, lead revisions when requested by journal)
		Lead team meeting (create an agenda, facilitate meeting, develop action steps)
		Create and present reports to community partners (attend meeting of stakeholders and community partners to share findings)
		Grant writing with mentor/colleagues (identifying and reviewing the RFP, understanding the components required, writing and editing narrative)
		Conference presentation lead (leads submission to national conference, prepares slides or poster, presents presentation)
Late in program (approximately year 4)		
		Managing other students (interview, hire, orient, and support MSW students on research team).
		Mentoring other students (provide feedback on work, give advice on career direction, advise on abstract submissions, provide support)
		Write independent grant application (write and submit grant application to support dissertation work)
		Teach at least one course independently

Consultation and Mentorship Goals: What areas would be helpful to receive consultation and mentorship? Check all that apply and add others.

Student could use support around:		
Needed	Discussed	
		Time and task management
		Self-care/work-life balance
		Building a network of mentors and sponsors (reach out to others doing similar work, ask for meetings at conferences or phone calls, see advise, look for collaborations)
		Articulating an overarching research focus (including research questions of interest)
		Negotiating work roles and responsibilities with colleagues
		The bounds of my research agenda (in preparation for comprehensive exam)
		My teaching style and approach in the classroom
		My career trajectory (what type of job at what type of institution/organization I seek)
		The bounds of my dissertation (in preparation for dissertation proposal)
		Preparing my job search materials (written documents, mock interviews, mock job talks)
		Other: Research gate; authorship

Step 2. Faculty supervisor share about active research projects they are currently conducting. Share the aims of these projects and possible roles for the PhD student on each project. List these here.

Project	Possible student role on project	Approximate hours/week

Step 3. Highlight the most important goals for the student to direct the upcoming year's work together and list those here. In many cases, the student will need to reach out to others to reach specific goals. Identify and discuss specific opportunities for the student to reach each goal.

Goal	Project where learning can occur	Quarter	Other people to offer mentorship
1. Contribute to a manuscript			
2. Improve familiarity w/ relevant literature in the field			
3. Conference presentation co-author			
4. Continue to improve qualitative research skills			
5. Develop proficiency with data analysis software			
6. Learn to identify research questions using existing data			
7. Complete projects using quantitative data			

Step 4. Reflection. At the end of the academic year, faculty and students should independently reflect on the following questions in writing and then meet to discuss answers with one another.

1. How has the student grown since last year?

Student:
Faculty advisor:

2. In what areas does the student demonstrate strengths?

Student:
Faculty advisor:

3. In what areas should the student further develop or work to improve?

Student:

Faculty advisor:

4. What supports and resources are necessary to support development in the coming year?

Student:
Faculty advisor:

5. In what ways has the faculty mentor supported the student's development?

Student:
Faculty advisor:

6. In what ways could the faculty mentor better support the student's development?

Student:
Faculty advisor:

Research

- Student keeps a research log, documents information relevant to projects, and tracks steps taken to achieve project goals
- All written work is organized, clear, proofread and submitted free of typos
- Student double checks all quantitative work for accuracy prior to submission
- Student attempts to trouble shoot issues as they arise, asks for assistance if unable to trouble shoot immediately for imminently important issues, or asks for assistance during supervision for long-term issues

APPENDIX C : APPOINTMENT EVALUATION FOR GSR

Doctoral Student Research Assistant Performance Evaluation

Student Name:

Faculty Mentor Name:

Date:

Type of position: ☐ GSA ☐ GSR

This form is to be used at the beginning of each semester to outline goals, tasks and expectations and the end of every semester to evaluate the progress made. Goals and tasks will be developed by GSA/GSR and their faculty mentor together. Goals and tasks should be specific and measurable. Goals and tasks do not need to be identified in every category every semester but should be tailored to meet the faculty mentor's needs and GSA/GSR goals and competencies sought (see **PhD Student Skill Evaluation and Goals form)**. Tasks and goals may change during the semester and can be updated as necessary.

SEMESTER EVALUATION

☐Fall ☐Spring

Complete at the Beginning of the Semester		**Complete at the End of The Semester**					
RESEARCH & SCHOLARSHIP	**Due Date**	**Complete**	**On Going**	**Advanced**	**Proficient**	**Developing**	**Needs improvement**
a. Literature review including search and synthesis 1. 2.		☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Feedback & Comments:							
b. Research planning/conceptualization/grant writing 1. 2.		☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Feedback & Comments:							
c. Field Work: Data collection/participant recruitment and retention/program implementation 1.		☐	☐	☐	☐	☐	☐

2.		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
d. Data entry, management, and analysis							
1.		☐	☐	☐	☐	☐	☐
2.		☐	☐	☐	☐	☐	☐
3.							
Feedback & Comments:							
	Due Date	**Completed**	**On Going**	**Advanced**	**Proficient**	**Developing**	**Needs improvement**
e. Presenting research and developing abstracts for conferences							
1.		☐	☐	☐	☐	☐	☐
2.		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
f. IRB Preparation and monitoring							
1.		☐	☐	☐	☐	☐	☐
2.		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
g. Manuscript development: drafting methods results and discussion/ creating tables/managing references							
1.		☐	☐	☐	☐	☐	☐
2.		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
h.							
1.		☐	☐	☐	☐	☐	☐
2.		☐	☐	☐	☐	☐	☐
Feedback & Comments:							

Professional Performance Evaluation: Performance is to be evaluated according to the expectations of the faculty mentor, not as a comparison to other students. Please place a check under the designated category that most closely matches your evaluation of the student. If any indicator is designated developing or needs improvement, please explain your rationale in the comments section below the grid.

Criterion	Advanced	Proficient	Developing	Needs improvement	N/A
a. Student verbally communicated in a clear and effective manner.	☐	☐	☐	☐	☐
b. Student communicated in writing in a clear and effective manner.	☐	☐	☐	☐	☐
c. Student took the initiative to find tasks that needed to be completed.	☐	☐	☐	☐	☐
d. Student completed assignments in a thorough and effective manner.	☐	☐	☐	☐	☐
e. Student demonstrated good interpersonal skills when dealing with others.	☐	☐	☐	☐	☐
f. Student arrived for assignments on time and remained during their scheduled hours.	☐	☐	☐	☐	☐
g. Student willingly accepted responsibility in assignments and work-related tasks.	☐	☐	☐	☐	☐
h. Student demonstrated emotional maturity in dealing with conflict.	☐	☐	☐	☐	☐
i. Student accepted constructive criticism with a positive attitude.	☐	☐	☐	☐	☐
j. Student demonstrated good rapport with others.	☐	☐	☐	☐	☐
k. Student behaved in an ethical fashion.	☐	☐	☐	☐	☐
l. Student demonstrated enthusiasm regarding the research process.	☐	☐	☐	☐	☐
m.	☐	☐	☐	☐	☐
n.	☐	☐	☐	☐	☐

COMMENTS ON PROFESSIONAL PERFORMANCE (IF ANY):

Date responsibilities discussed with PhD Student: _____

Student's Signature: _____

Faculty Supervisor's Signature: _____

Plan Approved by PhD Director _____

Date_____

APPENDIX D: APPOINTMENT EVALUATION FOR TA/TF

Doctoral Student Teaching Assistant Performance Evaluation

Student Name:

Faculty Mentor Name:

Date:

Type of position: ☐ TA ☐ TF

This form is to be used at the beginning of each semester to outline goals, tasks, and expectations and the end of every semester to evaluate the progress made. Goals and tasks will be developed by TA/TF and their faculty mentor together. Goals and tasks should be specific and measurable. Goals and tasks do not need to be identified in every category every semester but should be tailored to meet the faculty mentor's needs and TA/TF goals and competencies sought (see **PhD Student Skill Evaluation and Goals form)**. Tasks and goals may change during the semester and can be updated as necessary.

SEMESTER EVALUATION
☐Fall ☐Spring

Complete at the Beginning of the Semester		**Complete at the End of The Semester**					
TEACHING AND PEDAGOGY	**Due Date**	**Completed**	**On Going**	**Advanced**	**Proficient**	**Developing**	**Needs improvement**
a. Syllabus preparation		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
b. Class planning and Canvas Preparation		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
c. Identifying course materials or course activities		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
d. Preparing/delivering a class lecture		☐	☐	☐	☐	☐	☐

Feedback & Comments:							
e. Facilitating a class discussion		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
f. Grading		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
g. Meeting and communication with students/office hours		☐	☐	☐	☐	☐	☐
Feedback & Comments:							
h.		☐	☐	☐	☐	☐	☐
Feedback & Comments:							

Professional Performance Evaluation: Performance is to be evaluated according to the expectations of the faculty mentor, not as a comparison to other students. Please place a check under the designated category that most closely matches your evaluation of the student. If any indicator is designated developing or needs improvement, please explain your rationale in the comments section below the grid.

Criterion	**Advanced**	**Proficient**	**Developing**	**Needs improvement**	**N/A**
n. Student verbally communicated in a clear and effective manner.	☐	☐	☐	☐	☐
o. Student communicated in writing in a clear and effective manner.	☐	☐	☐	☐	☐
p. Student took the initiative to find tasks that needed to be completed.	☐	☐	☐	☐	☐
q. Student completed assignments in a thorough and effective manner.	☐	☐	☐	☐	☐
r. Student demonstrated good interpersonal skills when dealing with others.	☐	☐	☐	☐	☐
s. Student arrived for assignments on time and remained during their scheduled hours.	☐	☐	☐	☐	☐

t. Student willingly accepted responsibility in assignments and work-related tasks.	☐	☐	☐	☐	☐
u. Student demonstrated emotional maturity in dealing with conflict.	☐	☐	☐	☐	☐
v. Student accepted constructive criticism with a positive attitude.	☐	☐	☐	☐	☐
w. Student demonstrated good rapport with students.	☐	☐	☐	☐	☐
x. Student behaved in an ethical fashion.	☐	☐	☐	☐	☐
y. Student demonstrated enthusiasm regarding the teaching process.	☐	☐	☐	☐	☐
z.	☐	☐	☐	☐	☐
n.	☐	☐	☐	☐	☐

COMMENTS ON PROFESSIONAL PERFORMANCE (IF ANY):

Date responsibilities discussed with PhD Student: _____

Student's Signature: _____

Faculty Supervisor's Signature: _____

Plan Approved by PhD Director _____

Date_____

Appendix E: COMPREHENSIVE EXAMINATION CHECKLIST

_____

Student Name ID #

It is the responsibility of the primary mentor of the Comprehensive Committee to review whether the comprehensive exam addresses the criteria below before the oral exam is scheduled.

□ **It includes theory, research, policy, and history.** The exam emphasizes research and theory as well as history and policy.

□ **It is relevant to social work.** The exam gives explicit attention to the relevance of the topic to social work and integrates a social justice perspective.

□ **It is analytical.** The exam discusses the empirical and theoretical literatures related to specific subject area and demonstrates analysis, synthesis, conceptualization, and integration of major viewpoints and research evidence.

□ **It is interdisciplinary.** The exam includes literature from social work and related professional fields, if applicable, and the social sciences.

□ **It is comprehensive.** The bibliography demonstrates that the review of the literature on the topic is comprehensive and state-of-the-art. It includes the most recent scholarship on the student's topic and classic works.

□ **There is a logical sequence of ideas.** There is a logical sequence of ideas within and between sections of the exam.

□ **It is well-written and adheres to APA style guidelines.** The exam should demonstrate the ability to communicate effectively and reflect careful attention to scholarly style, clarity, and organization and logic, as well as to matters of spelling and grammar. The proper citation and reference form is specific in the *Publication Manual of the American Psychological Association.*

□ **Independence of the written product from other requirements.** The student understands that the content of the exam can be related to papers and other written documents used to fulfill degree requirements, however, they cannot cut and paste text from these documents into the exam.

□ **Sole authorship of the Comprehensive Exam.** The student understands that the comprehensive exam should be independently written without consultation on its specific content or editorial assistance from others. ***STUDENTS ARE PERMITTED TO OBTAIN EDITING SUPPORT FROM THE WRITING CENTER BUT USE OF AI (E.G., CHAT GPT) FOR WRITING OR EDITING IS NOT PERMITTED.***

Based on the evaluation of both the written and oral exam the student appears to:
□ address □ not address the required criteria .

APPENDIX F: COMPREHENSIVE EXAMINATION RUBRIC

Student Name: _____
Grader: _____

This form is intended as a guide for students in preparing the qualifying paper for their comprehensive exam. In addition, advisors and committee members may use the form during the evaluation of the qualifying paper and to provide feedback to the student and/or recommendations for revisions and additions. Ratings are E (excellent), A (adequate) and N (needs improvement). Not all items may be relevant to every exam, so N/A (not applicable) can also be used.

Content	Rating Scale E=3, A=2, N =1	Comments
Statement of problem – *The first step is identifying a broad topic and then creating a statement of a targeted social problem that falls within that topic area. This problem should be addressable through research and intervention (broadly defined at the individual, community, policy, and/or structural level).*		
Defines problem clearly and specifically		
Provides clear rationale for the selection of the problem and (if relevant) any other aspect of the problem (e.g., population of focus, setting, etc.)		
Background and significance – *In this section, the student should critically review and synthesize the empirical literature on the specific social problem they have identified, including literature on its characteristics, causes, and consequences.*		
Characteristics of the specific social problem are described (e.g., size, scope, demographics, cost, trends, etc.)		
Causes of the specific social problem are described.		
Consequences of the specific social problem are described.		
This section includes a critical reflection on what is known and unknown about the social problem, summarizing strengths, weaknesses, and gaps in the existing literature.		

Theoretical framework(s) – *This section should identify and describe the theory you are employing to conceptualize the social problem and a justification for your selection.*		
Demonstrates a clear articulation of chosen theory, drawing on primary sources		
Makes an argument that advances conceptualization of the problem by applying theory.		
Relevant interventions – *This section provides a literature review of strategies (which may include individual-level, group, community, policy, and/or structural interventions) that have been used to address the social problem, including an assessment of their effectiveness*		
Reviews relevant interventions related to the problem (summary table may be provided that includes description of the intervention, hypothesized, mechanisms and targets, level and type of evidence)		
Following the review, provides critical analysis of the interventions, including strengths, limitations, and gaps (addressing content, values, and methodology)		
Research methodology – *This section builds on the previous section and presents an analysis of research methodologies that have been used to understand and address the social problem and/or related interventions (i.e., this should include research focused on conceptualization of the specific problem, measurement of the problem, and attempts to address the problem)*		
Assesses the strengths of previous studies with regard to credibility and authenticity (e.g., threats to internal and external validity, rigor, triangulation)		
Reviews and synthesizes past attempts to resolve methodological issues		
Describes methodological innovations that can be used to address the limitations in the literature		
Conclusions and implications		
Provides a summary of lessons learned		
Addresses interrelatedness of conceptual frameworks, methods, and interventions		
Considers implications for next research steps		

Suggests research methods that could be used to strengthen research in this area		
Considers implications for social work practice		
Considers policy implications		
Provides implications that are clearly supported		
Addresses implications for oppressed populations		
Writing quality		
Paper is consistent with outlined purpose		
Writer's voice is clear and evident in the paper		
Writing is succinct and parsimonious		
Writing limits jargon and follows guidelines for readability in professional writing		
Paper demonstrates mastery of subject		
Paper demonstrates promise for publishability		
Papers builds on and acknowledges the work of others		
References are appropriate and relevant to the problem described		
References are current (as appropriate)		
Writing demonstrates ability to provide critical analysis of research, theory, and interventions in the problem area.		

Primary Mentor: _____

□ **Approved** □ **Not approved**

Signature **Date**

Note: Students have 10 days from receipt of the comps instructions to consult with their mentors and comps committee members. After that point, they must work independently, though it is permissible to check in with their chair if they have questions.

STUDENTS ARE PERMITTED TO OBTAIN EDITING SUPPORT FROM THE WRITING CENTER BUT USE OF AI (E.G., CHAT GPT) FOR WRITING OR EDITING IS NOT PERMITTED.

APPENDIX G: DISSERTATION PLAN AND AGREEMENT

Session: ☐ Fall 20___ ☐ Spring 20___ ☐ Summer 20___

_____ _____

Student Name—Please Print ID #

Student and Chair: This agreement specifies what work is to be completed during each semester prior to the final examination. Complete this form together and give it to the program support staff person during the first week of classes each semester.

Activity	**Deadline or Dates**
☐ Meet with chair	_____
☐ Conceptualize research questions/hypotheses	_____
☐ Review, assess and synthesize the literature	_____
☐ Apply theory	_____
☐ Develop research design	_____
☐ Data Collection Plan	_____
☐ Pilot instrument	_____
☐ Proposal hearing	_____
☐ Receive human subjects approval	_____
☐ Collect and, if applicable, enter date	_____
☐ Analyze data	_____
☐ Report and discuss results	_____
☐ Discuss results	_____
☐ Schedule Meeting	_____
☐ Final Defense	_____

I have agreed to complete the work listed above.

_____ _____

Signature: Student Date

I have agreed to supervise the work listed above.

_____ _____

Signature: Dissertation Chair Date

Cc: ☐ Student ☐ Dissertation Chair Original: ☐ Student file

APPENDIX H: ADVISOR'S DISSERTATION CHECKLIST

To prepare for the defense:

_____Advisor approval to set a date
_____Advisor approval to send document to other committee members

Committee members must receive document three weeks ahead of date.

_____Schedule date
_____Schedule room
_____Email PhD Program Director and PhD Operations Lead to share the date, location, and title of the dissertation
_____Email Director of Marketing and Communications to put notice in *University Times*

PhD Candidate should check with Committee Members prior to the Defense to see if there are any major concerns with the document before the defense.

If the student passes without any revisions:

_____Chair will email the PhD Program Director and PhD Operations Lead stating the student has passed and no revisions are needed. They will share the title of the dissertation, date it officially took place, and the committee members.
_____The Committee will sign both milestone 5: Dissertation Defense and milestone 6: Doctoral Dissertation Approval immediately following the defense.

If the committee requests revisions:

Revisions can be requested. The final dissertation with all revisions should be approved before the graduation date. Dissertations are uploaded into the ETD (Electronic Thesis & Dissertation software) 5-6 weeks prior to graduation. It is best to start early and use the template. Verify with the PhD Operations Lead regarding deadlines.

When revisions are submitted, advisor checks them, and:

_____Advisor will confirm in an email to the student that all revisions have been approved.
_____Advisor will email the PhD Program Director and PhD Operations Lead communicating that the revisions been completed and the dissertation is approved.
_____Milestone form will be signed

Submitting the dissertation:

PhD Candidate follows instructions for submission of the dissertation from the PhD Operations Lead and the final steps towards graduation. This includes signing up for training to use the Electronic Thesis & Dissertation software (ETD): Electronic Theses and Dissertations, using the dissertation template to write their paper, uploading the dissertation into the ETD chapter by chapter, working with the PhD Operations Lead to make all edits, filling out the survey of earned doctorate, and filling out the exit survey.

APPENDIX I: APPLICATION FOR RE-ADMISSION

DOCTORAL PROGRAM
Application for Readmission to the Doctoral Program

_____ _____, _____
Today's Date Re-enrollment Semester Year

_____ _____
Student Name – Please Print ID #

_____ _____
Phone number E-mail address

Student: If a student's enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions, including the summer session, the student must apply for readmission to the School of Social Work. The School of Social Work "Application for Readmission to the Doctoral Program" form must be used. The School of Social Work may require new letters of recommendation, a new personal statement section, a written explanation of the reasons for the absence, or a plan for degree completion.

The student must also apply for readmission to the School of Social Work Doctoral Program Committee (DPC). This application must be signed by the student's advisor and be submitted to the director of the doctoral program 6 weeks prior to the readmission semester. **The University of Pittsburgh's Regulations Governing Graduate Study supersedes the School of Social Work decision to readmit**.

The following documents are required.

□ 1. An explanation of the reasons for the absence (l page, single-spaced). Please describe the circumstances that led to not registering. State how your circumstances have changed or been resolved, and whether you believe readmission would result in meeting all degree requirements. In circumstances where the reason can be readily documented (e.g., a letter), the student should append the document.
□ 2. Student's revised Plan of Study.
□ 3. A detailed, month-by-month plan for degree completion (l page, single-spaced). List all degree requirements that have not been met. Refer to the *PhD Handbook* for a timeline to complete the comprehensive and final exams.

Signature of Advisor: I have reviewed the student's explanation for the reasons for the absence, his or her revised Plan of Study, and the month-by-month plan for degree completion. By signing this form, I recommend to the DP the student be readmitted to the School of Social Work doctoral program.

_____ _____
Print Name Sign

Signature of Program Director: On behalf of the Doctoral Program committee, I recommend to the Associate Dean for Academic Affairs that the student be re-admitted to the School of Social Work doctoral program.

_____ _____
Print name Sign

cc: □ Student file □ Student □ Student's Advisor file

APPENDIX J: APPLICATION FOR PARENTAL LEAVE

School of Social Work
Graduate and Professional Student Parental Accommodation Request

Parental Accommodation policies and procedures are informed by the Office of the Provost, Graduate Studies. This form highlights key components from the full policy and documents the request and approval for graduate student parental accommodation. It is strongly recommended that all students and faculty members read the full policy at: https://www.gradstudies.pitt.edu/graduate-and-professional-student-parental-accommodation.

I. OVERVIEW

Eligible students may be granted a Parental Accommodation Period **for eight weeks immediately following the birth of a child or the placement for 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 student. Because the student remains enrolled as a 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 may be able to postpone completion of course assignments, examinations, academic milestones and other academic requirements for the eight-week Accommodation Period. However, the Accommodation Period does not extend the University's academic Statute of Limitations.

After the end of the Parental Accommodation Period, students are expected to return to graduate or professional 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 or professional study at the same time that they face new demands in their parental roles.

II. ELIGIBILITY

A. Teaching Assistants, Teaching Fellows, Graduate Student Assistants, or Graduate Student Researchers (TAs, TFs, GSAs, or GSRs)

Students with TA, TF, GSA and GSR appointments and their faculty advisors are encouraged to collaboratively work out anticipated accommodations one semester before the anticipated birth or placement for adoption or as soon as possible.

III. APPROVAL

An eligible student must submit a written Request for Graduate or Professional Student Parental Accommodation after appropriate consultation with the advisor, research advisor (if applicable), and graduate chair. The request, together with appropriate documentation of the anticipated birth or placement for adoption (for example, a letter from the student's medical provider with an estimate of delivery date or from the adoption agency with an date of the placement for adoption), will be submitted to the student's graduate or professional program office for approval.

The University of Pittsburgh strives to build and maintain a positive and healthy learning environment. Reporting concerns, asking questions and understanding Pitt's response to them is critical to this process. Any student who believes that they have been treated unfairly or has been denied eligibility according to these guidelines are encouraged, but not required, to first discuss the situation with their program advisor, research advisor, ombudsperson, or office of student services. Students are also encouraged to report any unfair treatment or discrimination via the Pitt Concern Connection.

IV. SOCIAL WORK DOCUMENTATION OF REQUEST AND APPROVAL

Student Name	
Planned start date of the accommodation period	
Planned end date of the accommodation period	

Accommodation Plan and Shared Understanding:

- Students will provide appropriate documentation of the anticipated birth or placement of adoption prior to the accommodation period.
- Faculty will work with the student to develop a tailored accommodation plan that allows for the postponement or time extension for completion of course assignments, examinations, academic milestones and other academic requirements during the eight-week academic accommodation period.
- The student must complete the accommodation within eight weeks of birth or adoption.
- The student may not divide the time-period of parental accommodation for use past this time limit.
- At 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.

- Renewal or continuation of an academic appointment for the following academic year is contingent upon satisfactory academic progress evident by a letter grade of B or above for all course prior to the beginning of the Fall Term.

- Student, other accommodation requests (optional)

- Faculty, other accommodation requirements or clarification (optional)

APPROVALS

_____
Student

_____ _____
PhD Program Director Faculty Supervisor

Cc: SSW Dean's Office Director of Administration & PhD Operations Lead

APPENDIX K: GUIDELINES FOR THREE PAPER DISSERTATIONS

Students in the Social Work PhD Program at the University of Pittsburgh have the option between a traditional dissertation or a three-paper dissertation. The three-paper dissertation has different formatting guidelines than the traditional dissertation. In addition, there must be coherence between the papers that make up the dissertation, and the rationale for grouping the three papers together must be clear. While some students may find the three-paper dissertation to be more time consuming, it may be more efficient for students seeking to attain scholarly publications for future employment.

The decision about the best format for a particular student's dissertation should be driven by the nature of their research question(s), the types of data they plan to use to answer their question(s), and their career goals. Students should decide as early as possible, in collaboration with their dissertation chair, whether to pursue a three-paper dissertation format instead of a traditional dissertation. However, they may switch from one format to the other at any time if their dissertation committee approves the change.

Required Components

A three-paper dissertation is comprised of three papers. The papers should form a cohesive body of work that supports a theme or themes that are described clearly in the introduction (Chapter 1) and conclusion (Chapter 5). The three papers comprise Chapters 2, 3, and 4. The three papers need to be distinct though related by substantive topic or, less commonly, by method. More specifically, the three papers may cohere around the same social problem, intervention area, data collection approach, or analytic approach. However, each paper should approach or apply the substantive or methodological area through distinct questions. For papers involving the same dataset, papers should substantially add to each other or differ substantively in keeping with common journal standards for multiple publications involving the same underlying data. For specific examples, see sample questions in the appendix.

The dissertation must include an abstract that briefly synthesizes the three papers, in addition to an introduction (Chapter 1) that justifies the three papers and a concluding chapter (Chapter 5) that syntheses and reflects on learning and implications from all three papers.

The introduction (Chapter 1) should function as the cord that weaves the various manuscripts together and describes, for the reader, their collective meaning and combined contribution to the field. It should include:
A definition or statement of the problem or topic that links the three papers
The importance of the problem or topic (why it matters to social work)
The theoretical foundation(s) supporting analysis of the problem or topic
An overview of the literature specific to the overarching theme or themes (each paper will also include a standard introduction/background/literature review, as would be required for publication)

The research questions for each paper
Brief overview of the methodology used to answer those questions (in each paper)

The conclusion (Chapter 5) will briefly summarize the dissertation's major findings, limitations, relationship to other work in the field, implications and recommendations. The conclusion should also comment on synergies or differences among each of the papers included, bringing them into dialogue with each other and with the extant literature and state of the field in a coherent way. Ideally the conclusion will identify contributions made when the three papers are considered together rather than in isolation.

Dissertation Proposal (Overview)

The dissertation proposal must include:

- The introductory chapter (see item 3 above for what this chapter must include)
- Copy of any pre-published article to be included in the dissertation (no more than one already completed article can be presented)
- An outline of any articles in progress
- A timeline for completion of the work

The defense of the dissertation proposal is expected to parallel the proposal defense for a traditional dissertation. The three-paper dissertation alters the format, but not the content, expected in the dissertation research.

Authorship

Students must be first author on all papers, and they must be sole author on at least one of the papers. A co-first author may be permitted if the person is a community partner, but faculty or other students cannot be co-first authors on dissertation papers. As first author, each student is responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing all major portions of the manuscript, designing an intervention or assessment (if relevant), and interpreting results.

Students should discuss authorship plans for any co-authored papers early in the dissertation planning process. The student must indicate the percentage of effort and description of the role played by each author in the introductory chapter to the dissertation. This requirement is meant to account for the importance of team science while balancing the need for the dissertation to be comprised of the student's own work.

Content

At least two of the papers should be based on data analyzed by the student (qualitative, quantitative, or mixed methods). If the third paper is conceptual in nature, or based on a systematic review of the literature, it must be connected to the theme or themes of the dissertation.

Publication Guidelines

It is expected that the three papers submitted for the defense be of publishable quality. A maximum of one article published or accepted for publication *before the proposal defense* may be included. This article must represent work undertaken while the student is enrolled in the PhD program and be approved by the committee. This article must be connected to the theme(s) of the dissertation.

The candidate may also publish one or more papers from their dissertation as journal articles during the dissertation writing process, as long as they do not deviate from the approved prospectus without committee approval. The student should continuously discuss publication with their chair, including quality of the journal, journal submission, response to reviews, and guidance on acceptance.

The dissertation committee can request changes to any of the papers to be included in the final dissertation, even if a paper has been previously published.

The student is responsible for ensuring that inclusion of published or accepted papers (a and b above) in the dissertation does not violate copyright terms for the chosen journals.

	Traditional Dissertation	Three-Paper Dissertation
Introduction and Outline of the Problem	√	
Introduction and Outline of the Problem & include the logical link between the 3 papers		√
Conceptual or Theoretical Framework	√	√
Literature Review	√	√ In intro chapter and brief lit review in each paper as relates to that study
Methodology	√	√ Included in the 3 papers
Results (Research Fundings)	√	√ Included in the 3 papers
Three separate, publishable papers of normal journal article length related to the overall theme		• First Paper • Second Paper • Third Paper
Summary, Interpretations, Conclusions, Recommendations for Policy and/or Further Research	√	√ Included in the 3 papers AND concluding scholarly discussion of the implications of integrated findings in final chapter
Appendices	√	√

Sample Questions from Model Three-Paper Dissertations

Sample 1. Crime, H. (2022). The Benefits of Trauma-Informed Social and Emotional Learning Curricula among Court-Involved Students Living in Congregate Settings.

- **Paper 1.** A qualitative analysis of focus group data collected with school staff members that examined how faculty viewed the strengths and challenges of using a TI-SEL curriculum to promote educational resilience among court-involved youth with complex trauma histories
- **Paper 2.** A quantitative analysis that focused on the importance of social and emotional learning competencies for school engagement
- **Paper 3.** A qualitative analysis that explored how students perceived their school engagement while living in an institutional setting

Sample 2. Zhou, Y. (2021). Developing and Validating a Behavioral Framework for Dementia Care Partners' Fall Risk Management.

- **Paper 1.** This first paper proposes a behavioral framework for dementia care partners' FRM using a grounded theory approach and semi-structured, in-depth interviews with 14 care partners of community-dwelling OLWD.
- **Paper 2.** The second paper validates this behavioral framework by using two linked national surveys, the National Health and Aging Trends Study (NHATS) 2015 and the National Study of Caregiving (NSOC) 2015, to examine the prevalence and dimensionality of care partners' FRM and to compare the differences between primary and secondary care partners.
- **Paper 3.** Informed by this validated framework, the third paper focuses on assessing fall risk reduction for community-dwelling OLWD associated with receipt of FRM support from their care partners utilizing longitudinal data NHATS 2015-2016 and the linked care partner data NSOC 2015.

Sample 3. Ignacio, M. (2020). An Examination of Novel Harm Reduction Interventions for Indigenous and Other Youth of Color.

This dissertation examines three sets of interrelated questions regarding novel interventions designed to prevent and reduce AOD harms for youth of color (YOC), with a focus on the needs of Indigenous youth who participate in an Indigenous-specific after-school program.

- **Paper 1.** The first study reports use, usability, and overall satisfaction outcomes for the MyPEEPS (Male Youth Pursing Empowerment, Education, and Prevention around Sexuality) mobile app, an evidence-based HIV prevention intervention. A pre-post pilot feasibility study was conducted.
- **Paper 2.** The second study focused exclusively on the AOD prevention needs of Indigenous youth towards the development of a culturally relevant and theoretically

grounded harm reduction intervention. A community-based participatory research approach was used to understand the perceptions of AOD use, harm reduction and culture among Indigenous youth 13-17 years of age enrolled in an Indigenous-specific after-school program.

- **Paper 3.** The third study examined perceptions of Indigenous adults (18+ years of age) affiliated with the same Indigenous after-school program regarding AOD use, harm reduction, and risk factors for youth participants.