University of Pittsburgh

School of Social Work

PhD Program Handbook

2023-2024

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Section 1: Introduction and Administrative Structure

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 essential information to PhD students in the School of Social Work. This Handbook is intended to provide the most up-to-date information possible and to serve as a general source of information. 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 To the extent any policy contained in this Handbook is inconsistent with law, such policy is superseded by law.

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.

Administrative Structure

The administrative structure of the School of Social Work is as follows:

Dean	Elizabeth M.Z. Farmer
Associate Dean for Academic Affairs	Helen Petracchi
Associate Dean for Justice, Equity, Diversity, and Inclusion	Kya Connor
Associate Dean for Research	Jaime Booth
Director of Administration	Megan M. Soltesz
Administrator, Office of the Dean and Writing Specialist	Penelope Miller
Director, BASW Program	Toya Jones
Director, MSW Program	Yodit Betru
MSW Program Director – Bradford Campus	Stephanie Eckstrom
MSW Program Director – Johnstown Campus	Misha Zorich
Director, PhD Program	Sara Goodkind
Director, Field Education	Tonya Slawinski
Director, Continuing Education Program	Molly Allwein
Director, Career Services	Bobby Simmons
Director, Development & Alumni Relations	Katy Gallmeyer
Director, Recruitment & Admissions	Henry Cantu
Recruitment and Enrollment Manager, Ombudsperson	Jessalynn Oliver
Recruitment and Admission Coordinator	Leah Mafrica
Research Manager	Laurie Mejia
Academic Registration & Records Manager	Susanna Cammarata
BASW & PhD Program Assistant	
MSW Program Coordinator	Bethany McLaughlin
Field Education Administrator	Andrew Barrett

Faculty Biographies

Faculty Biographies may be accessed on the School of Social Work website at Biographies.

Committees of the School

Student participation on school committees is encouraged. Information about the purposes and functions of the committees is distributed at the orientation for new students and throughout the fall term. The Doctoral Student Organization (DSO) determines which doctoral students will participate as doctoral student representatives on relevant school committees.

Following are the standing committees of the School:

Academic and Professional Behavior Review Committee*
Admissions Committee*
BASW Program Committee*
Community, Organization, and Social Action Committee*
Data Management Committee
Direct Practice Committee*
Educational Policies Committee
Faculty Executive Committee
Faculty Search Committee*
Justice, Equity, Diversity, and Inclusion Committee*
Library Committee
MSW Program Committee*
PhD Program Committee*
Planning and Budget Committee*
Promotion and Tenure Committee
Public Relations and Marketing Committee
Research Advisory Committee

*Student representatives sit on these committees as appropriate for the program level. Since these committees formulate and modify policies affecting academic and student affairs, students are encouraged to exercise their rights and responsibilities to participate on these committees.

Participation of Students in Faculty Candidate Reviews

Occasionally, the School has faculty vacancies and interviews candidates for possible employment. Students are encouraged to attend the public job talks presented by faculty candidates and to provide their written feedback. Time is also allotted for each faculty candidate to meet with interested students. The Office of the Dean will email notices of faculty candidate reviews and will notify the DSO as soon as interview appointments have been arranged with candidates.

Section 2: The Doctoral Program

Administration of the Doctoral Program

The Doctoral Program is administered by the Director who is appointed by the Dean of the School. Broad academic policies are set by the Doctoral Program Committee. Specific policy development, admissions, curricular review and development and other aspects of the program are set by the Program Committee and the faculty of the School. Implementation of the program is carried out by the doctoral faculty of the School of Social Work.

Doctoral Program Degrees: Overview

The Doctoral Program offers the PhD and the joint MSW/PhD programs and degrees.

Additionally, we work closely with the School of Public Health to assist students who earn the 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 people for research and teaching careers in the field of Social Work. The program includes coursework, a comprehensive exam, and the 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 extensive prior social work-related paid work experience.

Students in the joint MSW/PhD program are full time MSW students in their first year. In their second year, they complete the MSW program along with first year PhD coursework. 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 the MPH degree in Public Health and the Ph.D. degree in social work. Students in this joint program must meet the requirements for the MPH degree and apply for and be accepted to that program. Students who have already earned their MSW degree may apply to the joint MPH/PhD program and must be accepted separately to both programs.

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 although some MPH courses qualify as required or free 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. Fifty credits of doctoral coursework are completed in the first two years for PhD students, and the second and third years for MSW/PhD students
2. Coursework must be successfully completed to take the Comprehensive Examination. The Comprehensive Examination should be taken in the second summer of matriculation as a PhD student, and not later than one year after the completion of the 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 complete and successfully defend their Dissertation within two years.

Joint MPH/PhD students must work closely with Social Work and Public Health advisors to ensure that MPH requirements are met in a timely way; most students will complete all coursework in their first three years of study.

Statute of Limitations for Doctoral Degrees

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.

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. The length and rationale for the leave of absence must be stated in writing in advance, approved by the doctoral program director who then makes a recommendation to the dean for their approval. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student. Readmission following an approved leave of absence is a formality.

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 doctoral program director, and the request must be reviewed and approved by the doctoral program committee and then submitted to the dean for final action. Requests for extensions must be accompanied by a departmental assessment of the work required of 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 Program Director serves as the academic advisor for all first- and second-year students. Doctoral students admitted to candidacy are advised by their faculty dissertation chair.

First Year Review

Upon completion of the first year of doctoral study, faculty teaching the required first year in-house doctoral classes and faculty serving as GSA mentors for first-year students hold a meeting to discuss each student's performance and progress in the program during their first year of study. The doctoral program director then writes an individualized letter to each student that summarizes the feedback about their progress. The letter is cc-ed to the student's GSA mentor and is stored in the student's academic file.

Coursework (50 credits)

Pro Sem	(0 credits)
Research Methods 1	SWRES 3020 (3 credits)
Inferential Statistics	SWRES 3029 (3 credits)
Multivariate Statistics	SWRES 3021 (4 credits)
Qualitative Research	SWRES 3097 (3 credits)
Research Methods Elective	(select from offerings outside of the School)
Advanced Data Analysis or Statistics Elective	(select from offerings outside of the School)
Theory I	SWGEN 3044 (3 credits)
Theory II	SWGEN 3053 (3 credits)
Evaluation of American Social Welfare History	SWWEL 3030 (3 credits)
Social Policy Analysis	SWWEL 3037 (3 credits)
Advanced Policy Elective	(select from offerings in or outside of the School)
Seminar on Social Work in Higher Education	SWGEN 3066 (3 credits)
Capstone Research Seminar 1	SWRES 3022 (1 credit)
Capstone Research Seminar 2	SWRES 3023 (3 credits)
Electives	**9 credits minimum**

Select from offerings inside or outside of the School

Doctor of Philosophy in Social Work

Outline and Timing of Doctoral Program Requirements

	FALL	SPRING	SUMMER
Year 1	Pro Sem [0] Res. Meth. 1 (SWRES 3020) [3] Inferential Stats (SWRES 3029) [3] Theory I (SWGEN 3044) [3] Eval Am SW Hist (SWWEL 3030) [3] 20 hours GSA	Pro Sem [0] Multivariate Stats (SWRES 3021) [4] Theory II (SWGEN 3053) [3] Social Pol Analy (SWWEL 3037) [3] Qualitative Research (SWRES 3097) [3] 20 hours GSA	
Year 2	Capstone 1 (SWRES 3022) [1] Seminar on SW in Higher Ed (3066) [3] Res Meth/Adv. Stats (outside SSW) [3] Elective (Adv Policy or other) [3] Elective or Directed Study [3] 20 hours GSA	Capstone 2 (SWRES 3023) [3] Elective (Adv Policy or other) [3] Res Meth/Adv. Stats (outside SSW) [3] Elective (Adv Policy or other) or Directed Study [3] 20 hours GSA	Comprehensive Exam in May, June, July, and early August
Year 3	Defend comps Overview 20 hours TA	Overview/Dissertation 20 hours TA	Overview/Dissertation
Year 4	Dissertation 20 hours TA or 20 hours GSA or 20 hours TF	Complete and defend dissertation 20 hours TA or 20 hours GSA or 20 hours TF	

Planned credit totals: Fall 1 (12), Spring 1 (13), Fall 2 (13), Spring 2 (12)
41 core credits plus 9 elective credits
50 credits must be successfully completed for Comprehensive Exam eligibility

Directed Study

Students may arrange to take a directed study as one (or more) of their electives. A directed study is defined as 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.

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 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 thrust of the school.
5. Be geared to creative endeavors.

The faculty contribution is as essential a component to directed study 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 basic 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. All students engaging in directed study should have a written study plan developed in concert with the faculty mentor and signed by the student, the faculty member, and the doctoral program director. At 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 directed study 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.

Procedures

1. 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.
2. Students should then 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 member must be a part of the University Graduate Faculty.
3. After a faculty member and student have agreed to a directed study program (e.g., subject, hours, format, product(s), due date(s), and evaluation procedure), the faculty member and student must sign a final one-to-two-page summary of the entire plan. A copy of the signed summary should become part of the student’s academic electronic record.

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 for such experience.

Students in the first year of the joint program are full time MSW students and serve as ten hour-per-week GSAs. In their second year, they complete the MSW program along with first year PhD coursework. In their third year, they are full time doctoral students and complete PhD coursework. Following completion of coursework, students take the comprehensive exam and complete the dissertation.

12 credits of the MSW degree are met with PhD courses.

The MSW requirement for second level research is met with SWRES 3020 Research Methods 1
The MSW requirement for second Social Welfare is met with SWWEL 3030 Social Welfare History.

The two "free" electives (comprising six credits) that complete the 42 credits for the MSW degree can be met with any courses taken for the PhD (comprises six 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. MSW/PhD students may complete one or two PhD electives during the summer of the second year. The Comprehensive Examination should be taken in the third summer of matriculation, and no later than one year after the completion of the course work.
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.

Doctoral students admitted to candidacy are advised by their faculty research advisor/dissertation chair.

MSW/PhD Coursework (example: Direct Practice)

Subject	Crse #	Requirement Area	Term registered	term completed	
		GENERALIST REQUIREMENTS			
SWGEN	2034	Generalist SW Practice Dvrs Pops	_____	3	_____
SWBEH	2063	Human Behavior and Social Environment	_____	3	_____
SWWEL	2081	Social Welfare	_____	3	_____
SWGEN	2098	Generalist SW Practice	_____	3	_____
SWRES	2021	Generalist SW Research	_____	3	_____
		SPECIALIZED PRACTICE AREA REQUIREMENTS			
SWINT	2082	Models of Intervention (1st required)	_____	3	_____
SWINT	_____	Adv. Direct Practice (2nd required) *	_____	3	_____
SWINT	_____	Direct Practice Elective	_____	*3*	_____
SWINT	_____	Direct Practice Elective	_____	*3*	_____
		2ND LEVEL REQUIRED COURSES			
SWBEH	_____	2nd level Behavior **	_____	3	_____
SWRES	3020	Research Methods 1 (PhD)	_____	3	_____
SWWEL	3030	Social Welfare History (PhD)	_____	3	_____
		GENERAL ("FREE") ELECTIVES ***These MSW requirements can be met with any 6 credits of PhD coursework***			
_____	_____	_____	_____	*3*	_____
_____	_____	_____	_____	*3*	_____

Electives may be taken from any graduate offerings at the University of Pittsburgh.
Electives must be at least two credits to count towards the requirement.

TOTAL CLASSROOM REQUIREMENTS: 30 MSW and 12 PhD classroom credits.

FIELD WORK (no summer field)

First Placement (6 credits)					
SWGEN	2099	Field Work (Generalist)	_____	3	_____
SWGEN	2099	Field Work (Generalist)	_____	3	_____
Second Placement (12 credits)					
SWINT	2099	Field Work (Specialized Practice Area)	_____	6	_____
SWINT	2099	Field Work (Specialized Practice Area)	_____	6	_____

TOTAL FIELD REQUIREMENTS: 18 field work credits. Minimum to register is 3 credits. 3c ~ 12 hours, 4c ~ 15 hours, 5c~ 19 hours – 1080 (?) total hours (60 hrs/credit – 3.75 hrs/credit /week)

TOTAL REQUIREMENTS: 30 credits MSW classroom, 12 credits PhD classroom, and 18 credits field work.

Outline and Timing of MSW/PHD Requirements

	FALL	SPRING	SUMMER
Year 1	SWGEN 2034 Diverse Populations (3 crs) SWBEH 2063 HBSE (3 crs) SWWEL 2081 Soc Welf (3 cr) SWGEN 2098 Generalist Fdtns SW Practice (3 crs) SWGEN 2099 Generalist Field (3 crs.) PhD Pro Sem (0 crs) GSA (10 hours)	SWRES 2021 Fndtn SW Res (3 cr) First required skills class: **SWINT 2082** Models of Intervention (DP) (3 crs) OR **SWCOSA 2084** SocAdmin (COSA)(3 crs) 2nd-level HBSE (SWBEH) (3 crs) SWGEN 2099 Generalist Field (3 crs) PhD Pro Sem (0 crs) GSA (10 hours)	MSW Specialization elective (SWINT or SWCOSA) (3 crs) MSW Specialization elective (SWINT or SWCOSA) (3 crs) MSW Specialization Field (**)
Year 2	SWCOSA 2088 ComOrg (COSA) **or** Advanced Direct Practice (SWINT) (3 crs) MSW Specialization Field (**) SWRES 3020 ResMeth(3 crs) SWRES 3029 Inferential Statistics (3 crs) SWGEN 3044Theory I (3 crs) SWWEL 3030 Eval of Amer SW History (3 crs) GSA (20 hours)	MSW Specialization Field (SWINT or COSA) (**) SWRES 3021 Multivariate Stats (4 crs) SWGEN 3053 Theory II (3 crs) SWWEL 3037 Social Policy Analysis (3 crs) Qualitative Research SWRES 3097 (3 crs) GSA (20 hours)	MSW Specialization Field Work (SWINT or COSA) (**) PhD elective (PhD elective if needed)
Year 3	SWRES 3022 Capstone I (1 cr) SWGEN 3066 Seminar in SW Education (3 crs) Ph.D. Policy Elective (3 crs) Res or Stats Elective (outside of SW) PhD elective GSA (20 hours)	SWRES 3023 Capstone II (3 crs.) Res or Stats elective outside of SSW (3 crs) PhD elective GSA (20 hours)	(Ph.D. Elective if PhD credits are not completed) Comprehensive Examination (May, June, July, and early August)
Year 4	Defend comps Begin Overview TA (20 hours)	Overview/Dissertation. TA (20 hours)	Overview/Dissertation
Year 5	Dissertation GSA, TA or TF	Dissertation GSA, TA or TF	

The MSW Program accepts 12 credits from the Ph.D. Program to equal 60 credits (2nd level research, and 2nd level policy, 6 credits of general electives)
** Specialization field credits must equal 12 over 3-4 semesters. Individual plans will vary.

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 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.

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

Outline and Timing of Joint Degree PhD/MPH

Timing of courses may vary based on course scheduling

	FALL	SPRING	SUMMER
Year 1	Res. Methods I (3020) [3] Infl/Biv. Stat (3029) [3] Theory I (3044) [3] Prin. of Epdi. (EPID 2110) [3] Doctoral Seminar (0) Elective [3] Total **15** credits 20 hours GSA	Multi.Stat. (3021) [4] Theory II [3] Policy Analysis [3] Qualitative Research [3] Pub.Hlth. Comm (PH 2034) [2] Doctoral Seminar (0) Total **15** credits 20 hours GSA	Founda. in Pub. Hlth (PUBHLT 2033) [1] Environ. Hlth. Diese. (EOH 2013) [2] Total **9** credits 20 hours GSA
Year 2	Biostat (Bios 2011) or Intro. to Stat. Meth. (Biost 2041) [Adv Social Welf. Po. [3] Capstone Res. Sem I [1] Res. Meths Elective or Advanced data analysis Elective (from outside of SW) [3] Hlth Poly. Mgt (HPM 2001) [3] BCHS Practicum [2] Total **15** credits 20 hours GSA	Biostat (Bios 2011) or Intro to Stat. Meth. (Biost 2041) Policy Evaluation [3] Capstone Research Seminar II [3] SW in Higher Ed (3066) [3] Res. Meths elective or Advanced Stats Elective (outside of SW) [3] Comm Hlth Asses (BCHS 2563) [3] Total **15** credits 20 hours GSA	0 credit seminar in May or June for proposal preparation; Comprehensive Exam in May, June, July, and early August Health Comm (BCHS 2504) [3] PH Biology (PH 2015) [2] Total credits **5** GSA
Year 3	Overview Work on dissertation support; Directed research to submit articles Theories Health (BCHS 2520) [3] BCHS Essay [2] Total **5** credits TA (20 hours)	Overview/Dissertation Environment (EOH) [3] PH Capstone (PH 2016) [2] Total **5** credits TA (20 hours)	GSA or external support
Year 4	Dissertation Research TA, GSA or TF (20 hours)	Complete and defend Dissertation TA, GSA or TF (20 hours)	

50 credits are required over first two years; 41 are “core” and 9 are elective.

32 of the 41 core credits are courses taken in the School of Social Work; nine (6) are taken outside of SW.

MPH/PhD Joint Degree Checklist

Course	Offered	Credits	Taken
School Core Courses (18 Credits)			
BIOST 2011 - Principles of Statistics OR BIOST 2041 - Intro to Statistical Methods	Spring Fall	3 3	
EOH 2013 - Environmental Health & Disease	Fall, Summer	2	
EPID 2110 - Principles of Epidemiology	Fall, Spring	3	
HPM 2001 - Health Policy & Mgmt. in Public Health	Fall, Spring	3	
PUBHLT 2033 - Foundations in Public Health	Fall, Summer	1	
PUBHLT 2015 - Public Health Biology	Fall, Spring	2	
PUBHLT 2034 - Public Health Communications	Fall, Spring	2	
PUBHLT 2035 - Applications in Public Health*	Fall, Spring	2	
Departmental (BCHS) Core Courses (12 Credits)			
BCHS 2520 - Theories	Fall, Spring	1	
BCHS 2992 - Systems Theories and Approaches	Fall, Spring	1	
BCHS 2990 - Social Dynamics	Fall, Spring	1	
BCHS 2525 - Applied Research Methods	Fall, Spring	3	
BCHS 2554 - Intro to Community Health	Fall, Spring	3	
BCHS 2521 - Essay/Thesis	Fall, Spring, Summer	3	
Required Electives (Pick a minimum of 6 credits)			
BCHS 2504 - Health Communication	Fall, Spring	3	
BCHS 2515 - Worksite Health Promotion	TBD	2	
BCHS 2523 - Program Plan & Proposal Writing	Fall	3	
BCHS 2521 - Overview of Health Equity	Spring	3	
BCHS 2526 – Health Equity Research: Methods/Interventions	Fall	3	
BCHS 2558 - Health Program Evaluation	Spring	3	
BCHS 2572 - Risk Communication	Fall	3	
BCHS 2608 - Intro to CBPR	Spring	1	
BCHS 2609 - Translating Research for Policy and Practice	Spring	1	
BCHS 2610 - Concept Mapping	Spring	1	
BCHS 2612 - Project Management	Fall	2	
BCHS 2991 - Multilevel Analysis	Fall	1	
BCHS 3002 - Survey Methods	Spring	3	
BCHS 3003 - Advanced Evaluation Techniques	Fall	3	
BCHS 3015 - Comm. Mapping & Intro to Spatial Analysis	Fall	3	
PIA 2730 - Community Development & Focus Groups OR NURS 3055 - Community Development & Focus Groups	Spring Summer	1.5 1.5	

The joint MPH/PhD program requires its students to reach a total of 87 credits. These include 36 credits from the school of Public Health, and 50 from the school of Social Work. Students are only able to graduate from the program once all requirements are met and the total number of credits reaches 87. Students must meet all requirements for both programs and graduate from both schools in the same semester.

*The prerequisites for PUBHLT 2035 are; EPIDEM 2110, BIOST 2011 or 2041, PUBHLT 2015, EOH 2013, HPM 2001, PUBHLT 2033, and PUBHLT 2034. Students are able to register for PUBHLT 2035 and take one of the prerequisites concurrently with it, but all other classes must have been completed before registering for PUBHLT 2035.

Revised: July 2019

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 SSW Academic and Professional Behavior Policy #11:1

The Comprehensive Examination

Overview of the Comprehensive Examination

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:

(a) the preparation of a qualifying paper that provides a conceptual analysis of the dissertation area; and
(b) an oral examination by a three-member committee

Together, the paper and exam:

- Assess the student's knowledge in a manner that is comprehensive and searching,
- Demonstrate that the student has acquired a sufficiently broad understanding of the field,
- Demonstrate proficiency in each core area of the curriculum,
- Identify any weaknesses in the student's knowledge that need to be remedied by additional courses or instruction,
- 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.

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 "G" or "I" grades on the student's record. Students in the MSW/PhD program may take the final PhD elective concurrently with the comprehensive exam.

Students are expected to take the comprehensive exam in their first summer of eligibility. Students may delay the examination for one year, contingent on approval by the Doctoral Program Director based on a request in writing submitted by the student that outlines the rationale for the requested delay.

The period of the examination is the 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 "Fail." 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 receives two failing grades from the committee, the student may revise the paper. The revised paper must be submitted two weeks after the return of the first evaluation. If the student receives two failing grades after the second review the student will be required to 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 fail 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.

The Doctoral Dissertation

Guidelines for the Dissertation Overview and Dissertation

Students must successfully complete the comprehensive examination to proceed to the dissertation. Students should begin registering for full time (0-credit) dissertation study in the term following submission of the comprehensive examination.

The doctoral dissertation represents a creative effort to build knowledge and theory in the field of social welfare. Characteristics that a dissertation should demonstrate include:

- the establishment of an historical context for the presentation of an innovative and creative approach to the problem analysis and solution;
- application of appropriate theoretical frameworks

- a clear understanding of the problem area as revealed by analysis and synthesis of a broad literature base;
- a well-defined research design;
- clarity in composition and careful documentation;
- results of sufficient merit to be published in refereed journals or to form the basis of a book or monograph;
- sufficient detail so that other scholars can build on it in subsequent work.

The Dissertation Committee

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 from another department at the University of Pittsburgh or from an appropriate graduate program at another institution, to serve as the doctoral committee. The majority of the committee, and the chair, must be members of the Graduate Faculty in the School of Social Work. 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. 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 seeks adjustments if necessary and approves the committee. After approving the committee, the program director submits the chair's memo to the dean. The dean seeks adjustments to the committee if necessary and appoints the committee via a signed letter sent to the chair and copied to the doctoral program director and the student.

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 a 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, in order 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 must have an approved overview in order 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 doctoral program support staff person to become informed about presentation guidelines for the overview and dissertation and the requirement for electronic submission and its formatting guidelines and constraints.

The dissertation cannot be defended in the same term as the overview defense.

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. Once the chair approves the manuscript it may 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.

When the overview is judged ready by the major adviser, an oral defense is held with the committee before the student proceeds to the final stage of data collection, analysis, and interpretation.

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 doctorate) with the approval of the dissertation overview.

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 manuscripts.

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 APA and university ETD guidelines. At least one week prior to the scheduled defense date and two after the draft manuscript has been received by each committee member, it is recommended that the student contact each committee member to see if there are any major concerns with the manuscript 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 approval of the committee 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 doctoral program academic administrator 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 Dissertation Defense

University policy states:

> The final oral examination in defense of the doctoral dissertation is conducted by the doctoral committee and need not be confined to materials in and related to the dissertation. Any member of the Graduate Faculty of the University may attend and participate in the examination. The date, place, and time of the examination should be published well in advance in the *University Times*. The committee may invite other qualified individuals to participate in the examination. Only members of the doctoral committee may be present during the final deliberations and may vote on the passing of the candidate. A report of this examination, signed by all the members of the doctoral committee, must be sent to the dean. If the decision of the committee is not unanimous, the case is referred to the dean for resolution. The chair of the doctoral committee should ensure that the dissertation is in final form before requesting signatures of the members of the committee.

In the School of Social Work, the dissertation chair and the student may set the final format for the meeting; for example, the chair may stipulate that the defense meeting begin with a deliberation including only committee members, at which the student is not present. This deliberation can be used to identify major issues with the dissertation and develop a coordinated plan for questioning the student.

As part of every dissertation defense, the student will make a brief oral report of the dissertation work, of a length determined in advance by the student and the chair (usually around 15-20

minutes – the dissertation chair may stipulate a shorter or longer presentation). This report is followed by questions and recommendations of the committee members and responses of the candidate. The evaluation of the candidate is based on both the submitted manuscript and the quality of the student's responses to questions and challenges. At the completion of the interactive process, the student is asked to step out while the committee deliberates, seeking an evaluation of the document and its defense and organizing directives for any necessary revisions.

The committee decides on one of the following summary evaluations:

1. Pass
2. Pass with minor revisions
3. Pass with major revisions
4. Fail (resulting in termination from the program)

The chair and committee can decide whether the chair only, or all committee members, must review required revisions.

Each committee member will sign the electronic dissertation defense form. The final signed form is kept in the student's electronic folder. The form shows the decision (from the alternatives listed above), the title of the dissertation, and the dates of the overview and the final defense. The option 3 (pass with major revision) will require that member signatures be obtained based on approval of the revised manuscript.

The student is informed of the committee evaluation and any contingencies when returning to the meeting room following the committee deliberation and decision. The chair will present a summary review of any revisions that the committee requires.

Following a successful defense, the student should consult with the doctoral program academic administrator about procedures for final electronic submission of the document to the university. The student should be apprised of submission deadlines to achieve graduation status in the desired term. There is a period of several days after the end of the academic term in which graduation can still be achieved if the dissertation submission is made by the final deadline. The doctoral academic administrator will inform the student of this submission deadline. The student may wish to learn of this date earlier in the process and set the dissertation defense accordingly, allowing at least a week to complete final revisions and obtaining the endorsement of the dissertation chair (and committee members, if necessary).

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.

Section 3: Doctoral Student Funding

**Specific support may vary and is described in each student's admission letter.*

School of Social Work full time PhD students may receive four years of financial support through various mechanisms, including an academic graduate student appointment, summer research opportunities, pre-doctoral fellowships, and travel and research supplements. Listed below is a description of the various funding mechanisms and related processes and restrictions.

Academic Year Appointments

Each doctoral student in the School of Social Work receives an academic appointment as a graduate student assistant, graduate student researcher, teaching assistant, or teaching fellow for the first four years of their enrollment as a full-time student. These positions are eight-month academic year appointments that provide a standard stipend, health benefits and full tuition scholarship, and require 20 hours of service 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 receive GSA, GSR, TA or TF support. 0-Credit Full-time Dissertation Status registration for students beyond the second year is considered full-time status.

- **MSW/PHD** students in their first year receive a half-time academic appointment for 10 hours per week, 50% of the monthly GSA stipend and 50% tuition scholarship. Funding also covers Pitt student insurance if students choose to use it. After the first year, MSW/PhD students begin four years of full-time doctoral support.

- 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 are re-appointed to the program each year and must be in good standing to be re-appointed and receive funding. Typically, students serve as GSAs in their first and second years, TAs in their third year, and TAs or TFs in their fourth year, but variations to meet school or student needs are possible.

- PhD students are not to accept any other paid position or supplemental earnings during the academic year if they have an active GSA, GSR, TA, TF, or pre-doctoral fellowship appointment. Summer appointments are an hourly job for a maximum of 20 hours per week and are not guaranteed. Students are not required to accept summer employment through the SSW and may seek employment for the summer elsewhere. It is also permissible for a student to both accept a summer appointment through the SSW and supplement it with additional employment.

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

Health Insurance

Funding for full-time PhD students and MSW/PhD students on academic year appointments includes health insurance 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. Health insurance provided through the GSA/TA/TF appointments carries through the summer term.
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 GSA/TA/TF appointment provided by the School 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.

Summer Funding

Summer funding for School of Social Work doctoral students is not guaranteed as part of their initial acceptance and financial aid package. However, as the budget permits, the School is committed to providing support for students over the summer term through an hourly research training appointment.
Students who have successfully completed years 01 through 04 in the doctoral program will be offered a summer research training appointment with a faculty mentor. This hourly, student-worker position is supported by funded research projects and the School of Social Work's research development funds. Summer research training appointments provide students with the opportunity to work up to 20 hours per week for approximately 12 weeks on research projects within the School. Submission of a timecard is required for compensation to be processed.

Unfunded Students

In special circumstances, students may be admitted or continue within the program without funding. Such students are expected to pay tuition and fees, including insurance.

External Funding

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, pre-doctoral stipend, and 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 Research Manager Laurie Mejia at lam15@pitt.edu to request a planning meeting.
If a PhD candidate receives funding as a pre-doctoral fellow that is less than what they would have received as a GSA/TA/TF (including health insurance), the School will supplement the fellowship to make up the difference. Requests for supplemental funding MUST be requested and approved before the submission of the grant proposal.
Students who apply for, and are awarded, independent fellowships that cover tuition, fees, and stipend can work with the Doctoral Program Director to extend the support provided by the School beyond the usual time frame described in the admission letter. For example, a student who receives a fellowship covering tuition, fees, and stipend in their third year may extend the expected four years of support from the school over a five-year period, with prior approval of the Doctoral Program Director.

Travel and Training Support

All doctoral students on GSA, GSR, TA and TF Fellowships are awarded $800 per year to support conference travel, travel to trainings, and/or local training relevant to student's development as a researcher (Years 01-04). Requests must be made in writing and approved by the Doctoral Program Director and the Director of Administration in advance before purchases are made and must be in compliance with Travel Expenses.
Conference requests are self-explanatory. Training requests should include a short description and justification for how the training enhances the student's development.
Students must submit all receipts related to the travel within 30 days following the conference or event. ***Any reimbursements more than 90 days past will not be processed.***

Reimbursements are processed through the University travel platform called CONCUR, which is accessed through the MyPitt portal (my.pitt.edu). Extensive information regarding the CONCUR system, including training resources, frequently asked questions, system guides, and forms and policies are available at: Concur.

Capstone Support

Doctoral students participating in the Capstone I and II 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. To request funding following approval of the plan in class, students submit a funding request form to the Director of Administration for review and approval.

Participant payments can be managed through the Vincent system, as needed. Students using Vincent submit monthly Vincent payment reports to the Research Grant Administrator. Money not allocated to Vincent but approved for the study is sent to the student's account, and a check is issued to the student.

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 overview before applying to utilize these funds, and funds must be approved prior to any purchases. To request funding, students submit a funding request form to the Doctoral Program Director and the Director of Administration for consideration. No more than $500 will be awarded per person during the dissertation process.

Allocations are processed on a case-by-case basis determined by the Research Grant Administrator.

Attendance at Lecture Series and Meetings with Speakers

The School of Social Work expects students on academic appointments 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 opportunity.

GSA/TA/TF Overview

The policies of the School of Social Work are in alignment with University Regulations regarding GSA/TA/TF appointments as training opportunities that contribute to students' academic development. Those resources and regulations can be found here: Graduate Studies.

Students with a GSA/TA/TF appointment can work off-campus without permission. The regulations **recommend** that they do not, given the rigorous nature of our graduate programs, but do not prohibit or limit off-campus work.

Graduate Student Assistantships (GSA)

First and second year doctoral students are usually supported as GSAs (Graduate Student Assistants). These appointments involve a twenty hour per week commitment as a research assistant to a SSW faculty member on the faculty member's research. The student receives individualized instruction and experience in the research process. The normal schedule for a GSA with a full appointment should not exceed 20 hours. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard.

GSA 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.

GSA appointments in the School of Social Work are typically for one academic year (fall and spring terms). However, if an appointee receives an unsatisfactory evaluation at the end of the first semester they may be reassigned or have their GSA appointment terminated.

The exact nature of a GSA's responsibilities is dependent upon the appointee's faculty assignment. Some examples of typical GSA 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 Assistants are supervised by their assigned faculty mentor. The type and level of supervision is based on the GSA's responsibilities. Therefore, faculty members are responsible for determining how the assigned GSA is supervised.

GSA Evaluation

The University of Pittsburgh requires a performance evaluation of each Graduate Student Assistant 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 GSA 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)

Overview

Teaching Assistants are graduate students receiving departmental support in return for completion of specific teaching and teaching-related experiences under the guidance of faculty mentors. Teaching assistants will complete TA work in twenty hours per week.

The normal workweek for a TA with a full appointment should not exceed 20 hours. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard. TA appointments in the School of Social Work are typically for one year (fall and spring terms). Students 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.

If an appointee receives an unsatisfactory evaluation at the end of the first semester they may be reassigned or have their TA appointment terminated.

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 offered at the start of the first term in which the student will TA. These are not required, but students are encouraged to participate.

All doctoral student TAs must hold MSW degrees and are thus permitted to TA for BASW and MSW classes. Doctoral students with two years of relevant post-masters practice experience may also TA practice classes. Students with exceptional preparation in research methods and statistics may TA for the lab portion of PhD level statistics courses.

Classroom duties and supervision

TA responsibilities vary by the course assignment. TAs can be involved in administrative tasks for the course as well as course delivery tasks. Examples of typical 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 Professor of the course to which they are assigned. The extent and type of supervision is based on the TA's responsibilities.

TA Evaluation

TAs are required to have regular supervisory meetings (once per week) with the Professor (mentor) to whom they are assigned.

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)

Overview

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. This is an opportunity available to students in their fourth year who are judged to be sufficiently prepared by the BASW program director, the MSW program director, and the Associate Dean for Academic Affairs, in consultation with the doctoral program as needed. Teaching Fellows must

have completed coursework, passed the competency exam, have previous TA experience, and possess an MSW degree.

Responsibilities include all the tasks involved in teaching a course such as syllabus development; development and delivery of weekly course lecture; leading class discussions; and assessment of student performance and learning.

Teaching Fellows may teach in either the BASW or MSW program. 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 2015, page 22: CSWE Accreditation Standards.)

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. TFs typically have a prior TA appointment or teaching experience and have demonstrated their ability to manage a generalist-level classroom.

TF appointments in the School of Social Work are by semester.

The normal workweek for a TF with a full appointment should not exceed 20 hours. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard.

Classroom duties and supervision

Teaching Fellows identify a faculty mentor, usually an instructor with experience delivering similar content. TFs are required to meet with their faculty advisor three times a semester; the advisor 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 GSA/TA/TF appointment work

GSA problem-solving steps:

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

Step 2: if the problem cannot be resolved, then the student and GSA 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, GSA 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 meets with the Doctoral Program Director

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

Section 4: Language Proficiency Standards for International Students

We abide by University policies governing Language Proficiency for Admissions and 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.

Section 5: Ethical Standards

Ethical, Professional, and Academic Standards

The PhD program abides by prevailing principles of academic integrity, research responsibility, and social work ethics. Doctoral students are viewed as professionals and young 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.

Student Conduct

We adhere to Pitt's Code of Conduct.

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.

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.

Review procedures

Students who do not abide by the policies and practices outlined above may be subject to Academic Review and sanctions, including dismissal.

Program Dismissal

The Doctoral Program Director may dismiss from the program any student who does not uphold ethical, professional, or academic standards. This includes but is not limited to ethical or professional misconduct; failure to meet minimum academic standards; and failure to progress. A student may also be dismissed if they do not maintain continuous registration and do not meet the statute of limitations.

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.

Students who are dismissed on academic grounds (for example, for substandard performance, failure to progress, failure to maintain continuous registration or exceeding time limits for degree completion) will have a service indicator placed on their record that will prevent them from future registration. A student may contest a dismissal and seek reinstatement by submitting a formal request to the Dean. If a student wishes to apply to the same program or another program at the University, they must submit a formal request for reinstatement.

Section 6: Academic Policies

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

Grading Policies

For a detailed discussion of the University's grading system and options, please refer to the University of Pittsburgh's Regulations Governing Graduate Study at the University of Pittsburgh - University of Pittsburgh - Acalog ACMS™

Grading Standards for the PhD Program

A grade average of at least B (GPA = 3.00) is required in the doctoral program. A student is automatically placed on probation whenever their cumulative GPA falls below 3.00. A student on probation is not eligible to take the comprehensive examination.
Students must receive a B or better grade in all required courses. 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.

Students with two grades of C+ or lower, or whose cumulative GPA is below 3.0, are referred to the doctoral program committee. The committee may choose between these options:

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 particular semester. If the student fails to fulfill this requirement, the 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.
c.

Grade Options for Required Courses

All required courses in the graduate curriculum must be taken for a letter grade. For MSW/PhD students this includes all the generalist courses, all practice specialization required courses, and all courses which make up the package of a certificate program.

Grade Options for Elective Courses

Graduate level elective courses, (not including required elective courses) offered and taken in the School of Social Work may be taken for a letter grade or an H/S/U grade. Students choosing the H/S/U option must complete and sign the Grade Option Form, have it signed by the faculty advisor, and either the student or faculty advisor shall submit this form to the Office of Student Service (2001 C.L.) no later than the 9th week of a full term, the 6th week of a 12-week Session, or the 4th week of a 6-week Session. Once made, the decision to take the course on a grading option basis cannot be changed, nor may a grade using one system be changed to a grade of the other system without the approval of the Dean.

Course Repeat Option

If a B- or lower in a required course, or a C+ or lower in an elective course, is received by any doctoral student and the authorization to repeat the course is given by the student's academic advisor, 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.

To repeat a course, a student, in consultation with the academic advisor and with the approval of the Doctoral Program Director and/or Associate Dean of Academic Affairs of the School, must complete Course Repeat form. Course Repeat Form

Grading Options Explained

Letter grades carry the following quality points:

A+	4.00
A	4.00
A-	3.75
B+	3.25
B	3.00
B-	2.75
C+	2.25
C	2.00
C-	1.75
F	0.00

The following grades carry no quality points:

Options when coursework is not completed:

G **Unfinished Course Work** - Course work unfinished because of extenuating personal circumstances with the expectation that work will be completed within six weeks into the next academic term.

I **Incomplete** - Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars. It is expected that work will be completed within the next calendar year.

W **Withdrawal**

R **Resignation** - Student resigned from the University

Option for H/S/U for elective courses:

H **Honors** - Honors (exceptional) completion of course requirements
S **Satisfactory** - Satisfactory completion of course requirements
U **Unsatisfactory** - Unsatisfactory completion of course requirements

When a course is audited:

N Audit - Non-credit

If an instructor has not entered a valid grade:

Z Invalid Grade - Invalid grade reported
** No Grade - No grade reported

"G" Grades

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

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

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

Note: It is at the discretion of the instructor for the course to accept or reject a student’s request for “G” grade consideration. Simply not completing the work does not result in a “G” grade being automatically given, rather, it must be requested per the steps outlined above. If a “G” grade is granted, the student will have one year from the end of the current semester to the end of the same semester the following year. If the work is not completed after one year, the university automatically changes the grade from a “G” to an “NG” or “No Grade” and the student must re-enroll in the course.

Graduating students must complete their dissertation and have it successfully defended by the end of the term in which they are to be graduated. Any delay in completing requirements will

necessitate a later graduation date with a one credit minimum registration requirement in the term of graduation.

"I" Grades

The "I" grade is applicable to courses which, by design, are not time-bound to one term, and for which a final grade can be given upon completion of the stipulated coursework.

The time limit for the change of the "I" grade to another grade is one calendar year from the date of the end of the term in which the "I" grade was given. Exceptions to this policy can be made under the following circumstances:

a. Extended illness beyond the term following the term in which the "I" grade was given;

b. Death or extended personal emergency - if the student does not return within the next term;

c. Academic Probation;

d. Doctoral Student engaged in dissertation writing.

Thereafter, the "I" grade may remain permanently on the transcript.

For the above-mentioned grades, the student must request the extension in writing from their instructor and this letter, together with a memo from the instructor indicating the granting of the extension, the reasons for the extension, and the length of time for which the extension will be valid will be placed in the student's folder.

Graduating students must complete all coursework by the end of the term in which they are to be graduated.

"W" Grades

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

If a student wishes to withdraw from a course after the deadline date for add-drop but prior to the end of the 9th week of the term (or 4th week of the session), they must complete a Monitored Withdrawal Request Form, available from the student’s advisor.

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

For courses offered by the School of Social Work, each individual instructor must be notified (as evidenced by the instructor's signature on the University form). The form must then be submitted to the Records Manager.

"Audit" (N) Grades for Academic Courses

The student must apply for the option to audit an academic course at the beginning of the term (at the time of registration, in fact, or at the latest by the first session of the class). The student pays full tuition fees for the course, earns no credit, and the course appears on the student's transcript. As far as requirements are concerned, usually the student meets all the performance expectations of the instructor: papers, presentations, examinations, etc. However, it is within the privilege of the faculty member to permit the Audit student merely to attend the lectures and to participate 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, too, must be cleared in advance.

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 surely quite unusual in character, and should be considered most 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.

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 and Descriptions. 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 2023-2024 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.

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_Form.pdf (pitt.edu)

Resignation

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

If you should decide to leave the University after the add/drop period has ended, you must resign through Student Appeals, and your charges may be prorated. You may resign in person, by telephone at 412-624-7585, or by mail with the Student Appeals Office. More information can be found on the Resignation Info page.

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 Registrar's 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.

Transcript Review

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 2101 CL.

Transcripts

Students may request transcripts from the Office of the Registrar's Transcript page.

Application for Graduation

Students MUST 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 September 30, for Spring graduation is January 14, and for August graduation is May 13.

Ultimately, it is the responsibility of the student to ensure that they have satisfied all requirements for graduation.

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.

Only doctoral students who have successfully completed the defense of their dissertation are permitted to "walk" and be hooded during commencement and the School's Afternoon of Recognition ceremonies and be listed as doctoral graduates in the respective programs.

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 Records Section of the University Transcripts.

The following are the steps for applying for graduation and submitting the official final copy of the dissertation:

- Apply for graduation.
- Upload ETD.
- Call student payment center and ask them to add on ETD processing fee, pay it, and email receipt proof to the PhD program assistant.
- Complete the ETD form with names of committee members, selections on page 2 that you prefer and send back to the PhD program assistant with the names and emails of your committee members so that can get circulated for signatures (well before the ETD upload) https://etd.pitt.edu/sites/default/files/Approval_Form_FY2020.pdf
- SED Survey proof of completion needed: 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 they complete it without losing their previous responses and can return to it at a later time by using the PIN and Password.
- If material copyrighted by others is included in your dissertation, send a copy of the copyright permission letter(s) from the copyright owner(s) to clf2@pitt.edu . Such letter(s) should state that ProQuest Dissertations and Theses GlobalTM may supply copies on demand. Furthermore, if you believe some of the work described in the thesis or dissertation is patentable and has submitted an Invention Disclosure Form to the University Office of Technology Management, then the student can request that the ETD be withheld, i.e., kept secure and unavailable to any readers, for one year. The faculty must submit a "Request to Secure an ETD for One Year for Patent Purposes Form" (also

known as the patent approval form) to clf21@pitt.edu (form gets sent from SSW staff to Jen Walker/Provost office for approval). 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.

- Please let the PhD program assistant know in advance when you plan to defend, date, time, location, committee members' names/emails, and title of defense.

- Email Shannon Murphy, the designated person to submit events to calendar.pitt.edu for you to advertise at least 2 weeks prior to your defense with the title, date, time, defense info. Shm87@pitt.edu

- complete the AAUDE Doctoral Exit Survey and send proof of completion to the PhD program assistant.

Student Status

Continuing Student

A continuing student is one who has been accepted into a school of the University's Oakland Campus and has registered for classes at the Oakland Campus during any term or session within the past calendar year.

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 in order 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 to be graduated. Deans may grant exceptions in certain cases. However, written notification must be submitted to the Registrar before the first day of the term in which the student is to be graduated.

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.

Section 7: Additional Important Policies

Governing Codes: NASW Code of Ethics & Pitt's Student Code of Conduct

We abide by the National Association of Social Workers Code of Ethics, and the University of Pittsburgh Student Code of Conduct.

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, contact the Office of Diversity and Inclusion at 412-648-7860 or the Office of Human Resources at 412-624-4645 or refer to the CS 07 Nondiscrimination, Equal Opportunity, and Affirmative Action (formerly 07-01-03) | Office of Policy Development and Management | University of Pittsburgh) and the CS 20 Sexual Misconduct (formerly 06-05-01) | Office of Policy Development and Management | University of Pittsburgh., Information can also be found on the
Policies, Procedures, and Practices | Office for Equity, Diversity, and Inclusion | University of Pittsburgh.

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, contact the Office of Diversity and Inclusion at 412-648-7860 or the Office of Human Resources at 412-624-4645 or refer to the CS 07 Nondiscrimination, Equal Opportunity, and Affirmative Action (formerly 07-01-03) | Office of Policy Development and Management | University of Pittsburgh) and the CS 20 Sexual Misconduct (formerly 06-05-01) | Office of Policy Development and Management | University of Pittsburgh.

Consensual Relationships Policy

We are governed by the University's CS 02 Consensual Relationships (formerly 07-14-01) | Office of Policy Development and Management | University of Pittsburgh. 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.

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 program options that prevents sexual violence and protects the safety of students, staff, and faculty from all forms of sexual or gender-based misconduct.
If you or another student you know is dealing with sexual or gender-based misconduct there are extensive resources available at Pitt.
The first step would be for the student to report the assault to the University Title IX office at Title IX. This link also provides resources and support services.
The Title IX Officer and point of contact in the School of Social Work is Ms. Megan Soltesz, Director of Administration. Ms. Soltesz may be reached at 412-383-0515, mms34@pitt.edu, and/or in Room 2117 in the Cathedral of Learning.

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.

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 Annual Notice as well as the Student Affairs website FERPA notification

School of Social Work Policy on Authorship of Articles

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 (chapter 4).

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:

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.

No-Smoking Policy

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

Section 8: Student Life

Student Service on School of Social Work Committees

Standing School 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.

Participation of Students in Faculty Candidate Reviews

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

The purpose of the Doctoral Student Organization (DSO) is to support and enhance the academic achievement of social work doctoral students throughout their tenure at the University of Pittsburgh by providing a forum for 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 will serve the collective interests of all of the doctoral students in the social work program by representing their interests 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.

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

Graduate and Professional Student Government (GSPG)

The Graduate and Professional Student Government, or GPSG, 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 also provides various services such as travel grants and supplemental funding.

Professional Organizations

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 a number of other organizations that are committed to improving support for research among social workers. Members include faculty in schools of social work and other professional schools, research staff in public and private agencies, and masters/doctoral students. 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.

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. Its vision is to ensure a well-educated

social work profession equipped to promote health, well-being, and justice for all people in a diverse society; advancing excellence and innovation in social work education and research by providing leadership, ensuring quality in teaching and learning, and strengthening the capacity of our member institutions. 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). Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. 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. CSWE

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

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, Mr. Arif Jamal, whose office is located in Buhl Library. You may call 412-648-7759 if you have information needs.

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 *Pittsburgh Regional Library Center*. Graduate students may borrow materials at these facilities with current ID cards and validations.

Library orientations, training on database searches as well as specialized training sessions for Social Work students are also offered.

Student Affairs

Student Lounge and Communication Center

There is a doctoral student lounge on the 23rd floor (2310) of the Cathedral of Learning. Computers and a printer are available for use.

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 | Student Affairs (pitt.edu). In addition, students seeking transgender information, resources, or services should visit University Resources and Information | Office for Equity, Diversity, and Inclusion | University of Pittsburgh.

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.

Items of Special Interest to Students

Identification Card

Photo ID cards, also known as a Panther Card, provide access to essential campus services. Pitt students are required to carry these cards with them if they are accessing University buildings, this is especially important after business hours. Photos can be submitted online, and in advance, to facilitate obtaining the Panther Card.

Housing Opportunities

Residences on Bigelow: The University of Pittsburgh is now offering 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.

Public Transportation

Pitt provides an array of transportation options.

With a current and valid Pitt ID, students may ride any Pittsburgh Regional Transit buses, trolleys, or inclines at no charge.

Pitt also provides university buses and shuttles to various locations.

Student Health Services

Pitt provides extensive Student Health Services.

Pitt's Dental Clinic

There are two University-related dental providers located on campus.

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 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 faculty and undergraduate peer tutors have been trained to help others with their writing.
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 and can be contacted at prm15@pitt.edu.

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.

Office of 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.

Office of International Services

The Office of International Services | Office of International Services (pitt.edu) (OIS) is the University's immigration specialist. 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.

Student Emergency Loans

The Emergency Student Loan program administered through the SORC is intended to assist students in overcoming minor financial emergencies. Loan applications are available at the SORC office in 833 William Pitt Union. Valid Pitt ID is required to receive an application.

APPENDICES

APPENDIX A: ACADEMIC PROGRESS REPORT

University of Pittsburgh

School of Social Work

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

INSTRUCTIONS: Please complete this form and review it with your Social Work faculty advisor. This review should also serve as a helpful tool for charting your future academic plans. The data already entered into section A below is from our student database, and it should be checked for accuracy, noting changes, as necessary. Students and advisors may wish to review reports from previous years prior to completing this one; these are kept on file in the Doctoral Office. Please arrange to have this form **completed, signed, and returned to the Doctoral Program Office no later than _____.**

Thank you.

Name: _____

Social Work Advisor: _____

ACADEMIC PROGRESS (PRE-CANDIDATE)

A. Indicate below the status of your progress in each area based on the number of years in the program and your MSW entry status.

Program Entry Status: Entry Cohort: Yrs. in Program:

Doctoral Courses	Term Completed:	Grade
Year 1, Fall Term		
Research Methods 1 (3020) [3]	_____	_____
Inferential/Bivariate Stats (3029) [3]	_____	_____
Theory I (in SW, SW 3034) [3]	_____	_____
Evaluation of American Social Welfare [3]	_____	_____
Doctoral Seminar [0]	_____	_____
20 hours GSA	_____	_____
Year 1, Spring Term		
Multivariate Statistics (3021) [4]	_____	_____
Theory II (elected from outside SSW) [3]	_____	_____
Policy Analysis [3]	_____	_____
Qualitative Research [3]	_____	_____
Doctoral Seminar [0]	_____	_____
20 hours GSA (SW 3037)	_____	_____

Doctoral Courses	Term Completed:	Grade
Year 2, Fall Term		
Capstone Research Seminar I [1]	_____	_____
Research Methods Elective or Adv. Stats (from outside of SSW) [3]	_____	_____
General Electives and/or Directed Study [6]	_____	_____
Teaching Seminar (3066) [3]	_____	_____
20 hours GSA or TA		
Year 2, Spring Term		
Advanced Policy Elective [3]	_____	_____
Capstone Research Seminar II [3]	_____	_____
Elective [3]	_____	_____
Research Methods Elective or Adv. Stats (from outside of SSW) [3]	_____	_____
20 hours GSA/TA	_____	_____
Year 2, Summer Term		
0 credit course in May or June for proposal preparation; Comprehensive Exam in July or August	_____	_____

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

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

D. When do you plan to take your Comprehensive Exams?

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

F. Do you regularly attend CRSP, Social work lectures, Brown Bags, or the colloquiums of any other groups on campus? ( ) Yes ( ) No If so, please provide names of group(s): (e.g., SSW Brown Bag, RCGD colloquium, Sociology Dept Social Psych Brown Bags, etc.)

G. Have you completed the CSWE post-BSW or post-MSW work experience requirement? ( ) Yes ( ) No If yes, please indicate whether you completed this ( ) before entering the Doctoral Program or ( ) while in the Doctoral Program.

If you have not completed your post-MSW work experience, did you complete hours during the past academic year that count as post-MSW work experience? ( ) Yes ( ) No

If yes, please indicate the number of hours _____

If you have not completed any hours, please describe your plans for doing so.

H. Please attach a separate sheet listing any honors or awards received, presentations, or published papers accomplishments during this last year.

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

J. Please indicate how you were funded for the academic year if you did not do so on the Financial Aid Form earlier this year.

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

SIGNED: _____(Advisor)_____ (Date)

_____(Student)_____(Date)

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

APPENDIX B: GSA/GSR EVALUATION FORM

Introduction

A written evaluation of the GSA/GSR should be conducted once a term in accordance with University Graduate Student policies. However, the School of Social Work encourages ongoing dialogue between faculty and GSA/GSR throughout the year. The student evaluation form is to be completed by the student's mentor. A copy of the evaluation should be provided to the department administrator for the student's file.

The objectives of the evaluation are multifold. They are to evaluate student's areas of strength and limitation, assess what has been accomplished and the direction in which one is going, and appraise the GSR position. In particular, the student and mentor should work together to improve the appointment from both ends (e.g., student self-improvement, mentor improvement, issues that result in poor performance, requests for additional skill building, etc.)

Evaluation

Please evaluate the Graduate Student Assistant/Researcher (GSA/GSR) on factors relevant to their position. Note that all items need not be evaluated if they are non-applicable, or if the mentor has not had an opportunity to observe them. Examples and illustrations that provide explanation for ratings are highly encouraged. Such examples may also be discussed at the appraisal meeting where both the evaluation and self-appraisal are reviewed.

Many items are applicable to the student's educational development. The mentor should attempt to appraise the GSA/GSR with respect to overall educational development. That is, evaluate factors in terms of both the specific assignment and in terms of educational development.

Scale: 1=Consistently Beyond Standards
2=Often Beyond Standards
3=Meets Standards
4=Below Standards
5=Consistently Below Standards

Self-Appraisal

The self-appraisal form is designed to give the GSR an opportunity to reflect upon their own performance within the appointment as well as their own development as a professional. Examples of accomplishments may include analyses/projects completed or products developed. Areas of strength and improvement may include such items as specific statistical techniques, areas of knowledge, etc. Objectives pertain to the goals of the upcoming evaluation period. Appraisal of the mentor provides the GSR with an opportunity to discuss ways in which the mentoring partnership can be improved (i.e., what techniques are working/lacking). The GSR should complete the self-appraisal and return it to the mentor before the appraisal meeting.

GSA/GSR: _____
Faculty Mentor: _____
Date: _____

Scale: 1=Consistently Beyond Standards 2=Often Beyond Standards 3=Meets Standards
4=Below Standards 5=Consistently Below Standards

PERFORMANCE FACTORS	1	2	3	4	5	N/A	Examples & Illustrations
PLANNING & ORGANIZING							
Establishes priorities appropriately	☐	☐	☐	☐	☐	☐	
Organizes time appropriately (can multi-task)	☐	☐	☐	☐	☐	☐	
Organizes work material efficiently and appropriately	☐	☐	☐	☐	☐	☐	
_____							
EXECUTION							
Routine work usually reflects accuracy, thoroughness, and attention to detail	☐	☐	☐	☐	☐	☐	
Meets commitments and deadlines consistently	☐	☐	☐	☐	☐	☐	
_____							
DECISION MAKING							
Capable of making appropriate decisions -Decisions are made independently and with thought	☐	☐	☐	☐	☐	☐	
_____							
QUALITY of WORK							
Work is completed efficiently	☐	☐	☐	☐	☐	☐	
Work is well documented (details provided when necessary)	☐	☐	☐	☐	☐	☐	
Work is executed in a manner which furthers study objectives, generates positive results for the department, etc.	☐	☐	☐	☐	☐	☐	
_____							
INTERPERSONAL COMMUNICATIONS							
Written and oral communication are clear and accurate	☐	☐	☐	☐	☐	☐	
Interactions with people promote the achievement of GSA/GSR goals	☐	☐	☐	☐	☐	☐	
Team skills (can share duties and work in a collaborative manner with others)	☐	☐	☐	☐	☐	☐	
_____							
POSITION KNOWLEDGE							
Demonstrates knowledge of critical work issues	☐	☐	☐	☐	☐	☐	
Works at a level appropriate for persons of similar experience	☐	☐	☐	☐	☐	☐	
_____							

Scale: 1=Consistently Beyond Standards 2=Often Beyond Standards 3=Meets Standards
4=Below Standards 5=Consistently Below Standards

PERFORMANCE FACTORS	1	2	3	4	5	N/A	Examples & Illustrations
WORK HABITS							
Works steady and efficiently (adheres to schedules)	☐	☐	☐	☐	☐	☐	
Works within established guidelines seeking assistance as required	☐	☐	☐	☐	☐	☐	
Shows flexibility and willingness to learn	☐	☐	☐	☐	☐	☐	
_____							
INITIATIVE							
Takes independent action when appropriate	☐	☐	☐	☐	☐	☐	
Can estimate workload well (asks for work when needed, refuses when overloaded)	☐	☐	☐	☐	☐	☐	
Suggests methods and procedures to improve study operation	☐	☐	☐	☐	☐	☐	
Pursues opportunities to enhance professional development (networking, career-related experiences, etc.)	☐	☐	☐	☐	☐	☐	
_____							
SELF-IMPROVEMENT Solicits guidance or resources to improve performance. Acknowledges/identifies skills to be improved. Participates in training and development activities as appropriate							
MISCELLANEOUS (EPI SKILLS) Data management skills Data collection skills (form design, working with participants)							
Writing skills	☐	☐	☐	☐	☐	☐	
Critiquing skills	☐	☐	☐	☐	☐	☐	
Statistical proficiency	☐	☐	☐	☐	☐	☐	
Ability to synthesize data output, literature	☐	☐	☐	☐	☐	☐	
IRB knowledge	☐	☐	☐	☐	☐	☐	
Teaching ability	☐	☐	☐	☐	☐	☐	
Presentation skills	☐	☐	☐	☐	☐	☐	
Gaining experience related to future career goals (focused area, practical applications, etc.)	☐	☐	☐	☐	☐	☐	
_____							
_____							

SELF APPRAISAL

STUDENT'SCOMMENTS	MENTOR'S COMMENTS
Accomplishments (within the past year)	
Areas of Strength related to appointment	
Areas for Improvement related to appointment	

STUDENT'S COMMENTS	MENTOR'S COMMENTS
Objectives	
Professional Development	
Appraisal of Supervision	
Desired expectations/wants for GSR position (things to make the job better, what areas would you like to become involved with)	
Other/Miscellaneous	

APPENDIX C: TEACHING ASSISTANT PLANNING AND EVALUATION

Part 1. Teaching Assistantship Planning

Course #_____ Course Title: _____
Semester/Yr _____ Instructor: _____ T.A.: _____
Location: _____ Day/Time:_____

Guidelines for Faculty Teaching Mentor: Please review the activities below with the TA and develop expectations for their participation in the course. The first two activities will likely be required of all TAs, other are at the discretion of the faculty mentor.

____Attend all classes

____Present classes or partial classes as assigned by faculty mentor

____Assist with syllabus development

____Prepare course readings and make them available (obtain copyrights for course reader, prepare library reserves, make available on course management software, etc.)

____Assist with preparation of course materials on course management software

____Assist with develop of class presentations (PowerPoint or other presentations)

____Assist in preparation of classroom activities/assignments/quizzes/exams

____Keep records of students (e.g., attendance and grades in course management software)

____Hold office hours

____Attend weekly or as scheduled meetings with Faculty Teaching Mentor

____Read, evaluate, and return in a timely manner student assignments

____Proctor examinations

____Read and evaluate student examinations

____Assist in the preparation of narrative evaluations and/or make grade recommendations as appropriate

____Perform other tasks as specified (please list below or attach separate piece of paper)

Part 2. Teaching Assistantship Performance Evaluation

Note to Faculty Teaching Mentor: **NI** = Needs Improvement; **ME** = Meets Expectations; **EE** = Exceeds Expectations; and **NA** = Not Applicable) and provide consistent supporting comments.

TA Name: _____

Course Name and Number_____

Faculty Supervisor Name: _____

PERFORMANCE CATEGORIES:	**RATING and COMMENTS:**
1. Performance of assigned duties as set out in above "Notification of Teaching Assistant Duties" e.g.: • Completes assignments and meets commitments and deadlines (e.g., keeps office hours, returns student work in a timely manner, attends classes) • Attends required meetings and/or training sessions • Interacts effectively and maintains a professional demeanor with a wide diversity of individuals and work styles and is receptive to feedback	Evaluation Rating: **NI ME EE NA**

2. Teaching Skills - expectations to be consistent with discussion e.g.: • Appropriate knowledge of subject area and related expertise • Uses information, materials, equipment, and techniques accurately and appropriately • Communicates clearly and accurately both verbally and in writing • Is punctual, prepared, and organized for weekly classes • Is sensitive to and concerned with students' learning process and level of understanding • Deals impartially and with overall fairness when evaluating and interacting with students • Treats students with respect, honoring diversity and interacts at a level appropriate for adult learners	Evaluation Rating: **NI ME EE NA**

Part 2. Section 2 Narrative Comments

Complete a written evaluation of TA's performance of the duties and expectations reviewed with TA at start of assignment as outlined in Part 1 above.

Please submit a copy to the PhD Program Assistant to be retained in the student's file.

APPENDIX D:

Comprehensive Exam 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 before the oral exam is scheduled.

□ **It includes theory, research, policy, and history.** The exam emphasizes research and theory (e.g., the estimated number of pages allocated to these areas substantially exceeds the estimated number of pages allocated to 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, i.e., race, gender, sexual orientation, class, ethnicity, etc.

□ **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 the 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, he or she 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.

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

APPENDIX E: COMPREHENSIVE EXAMINATION EVALUATION FORM

Student Name: _____

This form is intended as a guide for students in preparing the qualifying paper. 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 recommendations for revisions and additions. Ratings are E (excellent), A (adequate) and N (needs improvement).

Content	Rating Scale E=3, A=2, N =1	Comments
Statement of problem		
Defines problem clearly		
Clear rationale for the problem is specified		
Concrete, observable signs of the problem are described		
Multiple definitions of the problem are considered, if appropriate		
Demonstrates the significance of the problem as it relates to Social Work		
Background and Significance		
Review of the literature is appropriate to the problem		
Research review focuses on the specific problem		
Research is critically examined, not just summarized		
Variations for different populations, especially the vulnerable and oppressed, are considered		
The significance of the problem for the target population is justified		
A summary assessment of the problem and its implications is offered		
Theoretical frameworks		
Identifies and explains appropriate conceptual frameworks		
Number of conceptual frameworks reviewed is appropriate (2-4, or justification for less or more)		
Demonstrates how the selected frameworks help explain the conditions undergirding the problem		
Provides a critical analysis of the conceptual frameworks reviewed		
Offers the writer's own synthesis of the conceptual frameworks as an explanation for the problem		
Relevant interventions		
Reviews relevant interventions related to the problem (summary table may be provided)		
Provides critical analysis of the interventions, including strengths and limitations		

Addresses interventions targeted to oppressed populations, if appropriate		
Provides a critical analysis of interventions reviewed		
Offers a summary critique of the effectiveness of current intervention research in the problem area		
Research Methodology		
Critically reviews important methodological approaches to the problem		
Assesses the strengths of previous studies with regard to threats to internal and external validity		
Reviews and synthesizes past attempts to resolve methodological issues		
Considers methods appropriate to oppressed populations		
Discussion of methods is thorough and succinct		
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 being published		
Papers builds on and acknowledges the work of others		
References are appropriate and relevant to the problem described		
References are current		
Writing demonstrates ability to provide critical analysis of research, theory, and interventions in the problem area.		

Mentor: _____

□ Approved □ Disapproved

Signature Date

Student/Mentor: Take this form to the administrative assistant for the PhD Program Assistant after the oral exam meeting.

12/11

APPENDIX F: 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 G: ADVISOR'S DISSERTATION CHECKLIST

To prepare for the defense:

_____Advisor ok's setting a date
_____Advisor ok's sending document to other committee members

Committee members must receive document three weeks ahead of date.

_____Schedule date
_____Schedule room
_____Notify Doctoral Program support staff person to put notice in *University Times*
_____Dissertation Chair obtains ORAL DEFENSE RECORD from
Doctoral Program support staff person

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

At the defense (assuming the student passes):

_____All committee members sign ORAL DEFENSE RECORD obtained from the
Doctoral Program support staff person.

_____Return ORAL DEFENSE RECORD to Doctoral Program support staff person.

If the committee requests revisions:

Revisions can be requested. The final dissertation with all revisions should be handed in before the graduation date; however, a final date by which the complete manuscript must be submitted is usually a week after graduation. The student should check with the Doctoral Program support staff person regarding their submission date (although students under the wire can go a week or so after graduation).

When revisions are submitted, advisor checks them, and:

_____Signs the signature page of the dissertation
_____Initials the dissertation abstract in the upper right-hand corner
_____Gives these to the student to include with submission copies for the Library
and Chair and forwards to the PhD Program assistant.

Submitting the dissertation:

Student follows instructions for submission of dissertation from the PhD Program Assistant. Student follows instructions from Doctoral Program staff support person for submission of a different dissertation abstract to Council on Social Work Education (CSWE)

APPENDIX H: 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 (I page, single-spaced). Please describe the circum-stances 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 circum-stances 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 (I 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 I: APPLICATION FOR PARENTAL LEAVE

Graduate students requesting a parental accommodation under the Graduate and Professional Student Parental Accommodation Academic Regulations and submit this form prior to the anticipated childbirth or adoption for signature by the Dean.

Date of application: _____

Estimated date of birth or adoption: _____
Note: Include a brief statement from a medical service provider stating the best estimate of delivery/adoption date.

Name: _____

Campus address: _____

Email address: _____

Academic program: _____

Department: _____

Date of graduate program entry: _____ Degree intent: _____

Graduate student is a:
□ Birth Mother
□ Eligible Student (see Graduate and Professional Student Parental Accommodation Academic Regulations for eligibility)

Funding status during the requested accommodation period:
□ Teaching Assistant (TA) or Teaching Fellow (TF)
□ Graduate Student Assistant (GSA)
□ Graduate Student Researcher (GSR)
□ Other fellowship (please specify): _____
□ None

Accommodation to start on __ __/__ __/__ __ through __ __/__ __/__ __
Note: The length of the accommodation for an eligible student is eight consecutive weeks and for a birth mother who holds an academic appointment as TA, TF, GSA and GSR is to be determined by a health care provider not to exceed the student's appointment period.

□ Documentation from a health care provider submitted for birth mother.
International Students with an F-1 student visa or J-1 Exchange Visitor visa are strongly encouraged to consult with the Office of International Studies.

If the other parent is a graduate student at Pitt please provide name: _____ _____ and school/program:_____.
Individuals listed below will receive written notification of the accommodation.

Faculty Advisor
Name: _____ Email: _____

Signature: _____

Director of Graduate Studies
Name: _____ Email: _____

Signature: _____

Department Chair
Name: _____ Email: _____

Signature: _____

School of Social Work
Name: _____

Title: _____

Date: _____

Graduate School signature: _____

Terms of accommodation (as necessary):