

School of Social Welfare

**PH.D. PROGRAM
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK**



PH.D. PROGRAM HANDBOOK

August 2009

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WELCOME!

Welcome to the Ph.D. program! We are pleased to have you join our Ph.D. program and we look forward to engaging with you as you progress through your studies. Our Ph.D. program is based on a strong, research-oriented faculty who are leaders in their fields. The University at Albany's School of Social Welfare ranked 12th in social work schools nationwide (*U.S. News & World Report, 2009 Edition*) moving 7 places from the previous ranking. The School's faculty ranked in the top five of all schools of social work for their research and scholarship (*The Chronicle of Higher Education, January 2007*). In addition, the School ranked in the top five of all doctoral programs of schools of social work by the 2005 Faculty Scholarly Productivity Index, produced by Academic Analytics.

This handbook outlines the major components of the Ph.D. program and its requirements. Additionally, the handbook provides supplemental information about the School of Social Welfare and the University, including a listing of faculty and their interests and logistical information for finding your way around the University and the School.

PART I: GETTING ORIENTED

Finding Your Way Around

The Downtown Campus. The School of Social Welfare is located on the downtown campus of the University at Albany in Richardson Hall. The downtown campus is also the home of the Rockefeller College of Public Affairs and Policy, the School of Criminal Justice, and the Department of Information Studies. The address is 135 Western Avenue, Albany, NY 12222.

All graduate social work courses are held on the downtown campus, primarily in Richardson and Draper Halls. Most administrative offices of the School are on the first floor of Richardson Hall. Faculty offices are located on the floors 1, 2 and 3 of Richardson.

Faculty mailboxes are located on the first floor of Richardson (Room 105). In addition to e-mail, the faculty mailboxes are a good way to leave messages for faculty. PHD Students are asked to have their personal incoming mail sent to their home addresses and not to the SSW. However, in the event mail comes in for PHD students, from other departments or from the PHD office, it will be put in this mailbox. Students should check this mailbox often for any mail that may come in. (Rev. 7/09)

Parking. Parking is available on the downtown campus but at a premium during peak hours. All students who wish to park on campus must register their cars. Decals are sold at the Office of Parking Management located on the uptown campus. A map of the uptown campus is available at www.albany.edu/maps/uptownmap.html.

Student Lounge and Study Area An MSW/PHD student lounge is located in the basement of Richardson Hall, room 03. This room has a refrigerator, microwave, water cooler, and coffee pot for your use as well as postings on bulletin boards that include apartment listings. This room also has computer workstations and a printer for general use (students must provide their own paper).

Computer Use As has been done on the main campus, IT Services and University Libraries have combined services in what is called IT Commons. This well-planned concept merges student computer access with library services to provide integrated services for our graduate students. Students looking for individual computers to use should go to the Dewey Graduate Library. Students also have access to an e-mail account, the library catalog, statistical software, word processing, spreadsheets, and graphics as well as printers. Ph.D. students needing locked computer access for their Assistantships should contact the Ph.D. Chair. Some workstations are available in Richardson 012 for this purpose.

Dewey Graduate Library for Public Affairs and Policy. This library is located on the downtown campus and houses the social work and social welfare collection. The social welfare bibliographer is Mary Jane Brustman. The library offers a series of short classes on various topics including computer searches and use of special data bases. Attending these classes early in your doctoral studies is highly recommended. The on-line resources are also extremely helpful and include how to use APA format for references, ways to evaluate web resources, and information about plagiarism. Visit the website for all libraries at www.library.edu.

Main University Library and Science Library. These libraries are located on the uptown campus and house half a million volumes. You may need to access these libraries for journals in related disciplines such as psychology, education, sociology, and psychiatry.

On-Campus Food Service. The Downtown Café is located in the basement of Draper Hall. Vending machines are located on the first floors of Richardson, Draper, and in the Downtown Café, a section of which is open after hours.

Books for Courses. Books for courses may be purchased at the Barnes and Noble Bookstore on the uptown campus in the lower level of the Campus Center. Many faculty also order books through Mary Jane Books at 215 Western Avenue, about 3 blocks from the downtown campus.

Telephones. Pay phones are located on the first floor of Draper, one each near the Western and Washington Avenues entrances.

Police/Security. The security office is located on the first floor of Draper, near the Western Avenue entrance (442-5981). Also take note of the red phones designated by blue lights throughout the buildings and in the parking lots. These are to be used in case of emergency.

Copiers. Copiers are located in the library. You will need to obtain a Venda card to use them, as well as the library's network printers and microform copiers.

Academic Advisement

When students initially enroll in the Ph.D. Program, they are assigned an academic advisor who is a member of the full-time faculty, usually the Program Chair. Students may change advisors by having the desired new advisor sign a “Request to Change Advisor Form,” D-13 form, which is available online at: <http://www.albany.edu/ssw/aprograms/phd/index.html>. This form should be returned to the Ph.D. Program Office. Once students progress in the program, it is customary to seek an advisor who shares students’ area of interest, who may become a dissertation committee chair.

The academic advisor is responsible for assisting students in the development of their academic programs. Students and advisors should meet at least once each semester, prior to registration. It is suggested that, at these meetings, the student and advisor review the student’s Ph.D. Program Worksheet (Page 2-4) to ensure a sound educational program that proceeds in a timely fashion and is in compliance with the University and School Requirements.

Students who are experiencing difficulties that interfere with their ability to perform in the doctoral program should meet with their advisors as often as necessary. Advisors often have good ideas for adjusting course loads or study arrangements which may help avoid unsatisfactory academic performance.

Issues regarding exceptions to academic policies should be referred by the advisor to the Ph.D. Program Chair.

Academic Policies

The University and the School have established regulations governing graduate study. The University policies are discussed completely in the Graduate Bulletin, which is available on line at <http://www.albany.edu/graduatebulletin/>. Students are expected to familiarize themselves with these policies.

Graduate students are personally responsible for completing all requirements established for their degree by the University and the School. It is the students’ responsibility to inform themselves of these requirements. Students’ advisors may not assume these responsibilities, and the advisors may not substitute, waive, or exempt students from any established requirement or academic standard (Graduate Bulletin). All students should read the sections of the Graduate Bulletin on Academic Standards and Registration Policies and Procedures.

HELPFUL WEBSITES

University Websites

School of Social Welfare	http://www.albany.edu/ssw/
SSW Ph.D. Program	http://www.albany.edu/ssw/aprograms/index.html
SSW Ph.D. Miscellaneous Forms (for student use)	http://www.albany.edu/ssw/aprograms/phd/index.html
UAlbany Doctoral Regulations	http://apps.albany.edu/graduate/degreelookup.php
UAlbany Libraries	http://library.albany.edu/
APA format	http://library.albany.edu/usered/cite/APAw-header.pdf
Know what plagiarism is	http://library.albany.edu/usered/plagiarism/index.html
UAlbany library tutorials on-line	http://library.albany.edu/usered/tutorials.html
Research Involving Human Subjects	http://www.albany.edu/research/compliance/IRB.htm
Graduate Academic Office	http://www.albany.edu/gradstudies/index.shtml

Other Sites of Interest

Institute for the Advancement of Social Work Research (IASWR)	http://www.iaswresearch.org/
Society for Social Work and Research (SSWR)	http://www.sswr.org/
Group for the Advancement of Doctoral Education in Social Work (GADE)	http://www.gadephd.org
National Association of Social Workers (NASW)	http://www.socialworkers.org/
Council on Social Work Education (CSWE)	http://www.cswe.org/
National Association of Black Social Workers (NABSW)	http://www.nabsw.org/mserver/

NEED PROGRAM INFORMATION?

SSW Ph.D. Program Website & Doctoral Forms online	http://www.albany.edu/ssw/aprograms/phd/index.html
Ph.D. Program Assistant	Linda Healey 442-5339; phdssw@albany.edu
SSW Help Desk	442-5320; sswhelp@albany.edu
Financial Information	Dean's office, 442-4161
Chair, Ph.D. Program	Carolyn Smith, 442-5341; csmith@albany.edu
Examples of essays, proposals, c.v.'s, FAQs	ERES SSW 899; password: ssw899smith
Inclement weather	To see if the University is closed, call 442-SNOW

PART II: THE PH.D. PROGRAM

The Program In Brief: Requirement Overview

Coursework

- A total of 36 credits beyond the master's degree is needed to complete the Ph.D. degree.

Required Courses

Proseminars

- SSW 823: Practice Theory (3)
- SSW 826: Policy (3)
- SSW 862: Research (3)
- SSW 863: Advanced Methods (3)

Statistics*

- SSW 679 (4)
- SSW 687 (4)

*Two-semester statistical course sequences from other departments also fulfill this requirement: Biometry and Statistics, Criminal Justice, Educational and Counseling Psychology and Statistics, Sociology. See web pages for specific courses.

Advanced Data Analysis (3)**

- A third course in advanced data analysis covering topics not covered in the required statistics course sequence or covering those topics in greater depth
- This course must be approved by the student's advisor.

Advanced Research (3)**

- A third course in research on a specific research topic or methodology that is not covered or not covered in depth in SSW 862 (Social Welfare Research) and SSW 863 (Application of Advanced Methods).
- This course must be approved by the student's advisor.

****These requirements are effective for students admitted in fall 2005 and beyond.**

Electives***

- The remaining 10 credits may be fulfilled by taking graduate courses offered within the School or the University that are relevant to the student's program of study.
- A minimum of six credits (exclusive of the required statistics courses) must be taken outside the School. Students with master's degrees in non-social work fields are exempt from this requirement.
- Students may apply two three-credit internships toward the 36 credits required for graduation.
- With approval, students may apply up to three credits of graduate study from another university toward the 36 credits required for graduation.

***Note: Students without an MSW are required to complete SSW 620: Micro Practice I and SSW 600: Social Welfare Policy and Services. **These courses do not count toward the 36 credits required for the Ph.D.**

Language or Computer Proficiency

- The language or computer proficiency requirement is usually fulfilled by successfully completing SSW 679 and SSW 687.
- This requirement may be fulfilled in other ways; these are outlined at <http://www.albany.edu/ssw/aprograms/phd/curriculum.htm#lancom>.

Pre-dissertation Research Requirement

- The pre-dissertation research requirement provides students with direct, hands-on experience in conducting research and may include the production of a paper that addresses a research problem, study plan, analysis, and a report of the findings. This paper must be approved as meeting the requirement by the student's advisor. Full details are available at <http://www.albany.edu/ssw/aprograms/phd/curriculum.htm#predisreq>. (This requirement is effective for students admitted in spring 2002 and beyond.)

Qualifying Exams

- Successful performance on the practice exam
- Successful performance on the policy exam
- Successful performance on the research exam

Doctoral Essay

- Satisfactory completion of the essay as determined by the student's Doctoral Committee

Admission to Candidacy

- Admission to candidacy requires that in addition to the general University requirements students have met the following requirements:
 1. Satisfactory record in course and seminar study;
 2. Satisfactory completion of the language or computer proficiency requirement;
 3. Satisfactory completion of the pre-dissertation research requirement;
 4. Satisfactory completion of the qualifying examinations;
 5. Satisfactory completion of the doctoral essay;
 6. Completion of residency requirement or waiver of requirements.
- Once admitted to candidacy, students need to take only one dissertation credit to maintain continuous registration.

Dissertation Proposal

- Satisfactory defense of the dissertation proposal as determined by the student's Doctoral Committee

Dissertation Defense

- Satisfactory defense of the dissertation as determined by the student's Doctoral Committee

Continuous Registration

- Students must maintain continuous registration for each fall and spring semester until they have completed all program requirements. Minimum registration consists of 3 credits of approved course work or, once admitted to candidacy, registration for dissertation load (SSW899).

Residency Requirement

- Completion of at least two semesters of full-time enrollment consisting of 9 credit hours each semester. The purpose of the requirement is to enhance integration into the program. The two semesters need not be consecutive; the residency requirement must be met within four years after matriculation. A waiver of the residency requirement may be granted on request by the Program Chair.

Statute of Limitations

- Students have eight years to complete the degree from the time of matriculation. Extensions may be granted upon recommendation of the advisor and permission of the Program Chair.

PHASE I Courses	PHASE II Other	PHASE III Candidacy
<p>36 credits Min. 3 credits per semester; GA: 9 credits per semester Residency Requirement: 2 semesters of 9 credits Statute of Limitation – 8 yrs.</p> <p>Proseminars (12) SSW 823 Practice Theory (3) SSW 826 Policy (3) SSW 862 Research (3) SSW 863 Advanced Methods (3)</p> <p>Statistics (8)* SSW 679 (4) SSW 687 (4) *Two-semester statistical course sequences from other departments also fill this requirement: Biometry and Statistics, Criminal Justice, Educational and Counseling Psychology and Statistics, Sociology.</p> <p>Advanced Statistics (3)** A third course in advanced statistics covering topics not covered in the required statistics course sequence or covering topics in greater depth. Course requires Advisor approval. **For Students entering the Program in Fall 2005 forward</p> <p>Advanced Research (3)** A third course in research on a specific research topic or methodology that is not covered or not covered in depth in SSW 862 and SSW 863. Course requires Advisor approval. ** For Students entering the Program in Fall 2005 forward</p> <p>Electives The remaining credits may be fulfilled by taking graduate courses offered within the SSW or University relevant to student's program of study. A minimum of six credits (2 courses) exclusive of the required statistics courses must be taken outside the School. Students with master's degrees in non-social work fields are exempt from this requirement. Students may apply two 3-credit internships toward the 36 credits required for graduation. With approval, students may apply up to three credits of graduate study from another university toward the 36 credits required for graduation.</p> <p>NOTE: Students without an MSW are required to complete SSW620: Micro Practice I and SSW 600: Social Welfare Policy and Services. These courses do not count toward the 36 credits required for the Ph.D.</p>	<p>Computer Proficiency The language or computer proficiency requirement is usually fulfilled by successfully completing SSW 679 and SSW 687.</p> <p>Predissertation Research Requirement*** ***For Students entering the program in Spring 2002 forward</p> <p>Qualifying Exams 3 written exams (Research, Practice and Policy)</p> <p>Set up Doctoral Committee at this time.</p> <p>Brief Prospectus</p> <p>Essay 20-25 Pages Substantive Area Literature Review</p>	<p>May now register for dissertation credits (1)</p> <p>Dissertation Proposal 1. Literature Review 2. Methods</p> <p>Proposal Defense</p> <p>Dissertation Defense</p>

Model Programs**MODEL PROGRAM I****Ph.D. PROGRAM****Full-Time Study For Students with Assistantships****First Semester**

SSW	823	Social Work Practice Theory	(3)
SSW	862	Social Welfare Research	(3)
SSW	679	Statistics and Data Analysis I **	(4)
		Total	(10)

Second Semester

SSW	826	Social Welfare Policy	(3)
SSW	863	Application of Advanced Methods in Social Welfare Research	(3)
SSW	687	Statistics and Data Analysis II **	(4)
		Total	(10)

Third Semester

—	—	Advanced Data Analysis*	(3)
—	—	Advanced Research*	(3)
—	—	Elective	(3)
		Total	(9)

Fourth Semester

—	—	Elective	(3)
—	—	Elective	(3)
		Elective	(3)
		Total	(9)

Fifth Semester and Beyond

		Completion of Comprehensive Exams, Essay, Proposal, Dissertation	
SSW	690	Independent Study	***
SSW	760	Independent Research	***
SSW	888	General Readings in Social Welfare & Social Work	***
SSW	899	Doctoral Dissertation (post-candidacy only)	(1)

* For students admitted fall 2005 semester and beyond.

** See Section on Statistics

*** Credits Vary

**MODEL PROGRAM II
Ph.D. PROGRAM
Part-Time Study**

First Semester

SSW	823	Social Work Practice Theory	(3)
SSW	862	Social Welfare Research	(3)
		Total	(6)

Second Semester

SSW	826	Social Welfare Policy	(3)
SSW	863	Application of Advanced Methods in Social Welfare Research	(3)
		Total	(6)

Third Semester

SSW	679	Statistics and Data Analysis I **	(4)
—	—	Elective	(3)
—	—	Elective	(3)
		Total	(10)

Fourth Semester

SSW	687	Statistics and Data Analysis II**	(4)
—	—	Elective	(3)
—	—	Elective	(3)
		Total	(10)

Fifth Semester

—	—	Advanced Data Analysis*	(3)
—	—	Advanced Research*	(3)
		Total	(6)

Sixth Semester and Beyond

		Completion of Comprehensive Exams, Essay, Proposal, Dissertation	
SSW	690	Independent Study	***
SSW	760	Independent Research	***
SSW	888	General Readings in Social Welfare & Social Work	***
SSW	899	Doctoral Dissertation (post-candidacy only)	(1)

*For students admitted fall 2005 semester and beyond.

**See Section on Statistics

*** Credits vary

Purpose of Ph.D. Program

The Ph.D. program is primarily designed to prepare students for academic and research positions in social work and social welfare. The Master's of Social Work (M.S.W.) is still the basic credential for practitioners in social work. The Ph.D. program provides students the opportunity to pursue an individualized course of study in a substantive area of interest. Additionally, the program, by design, draws on the strengths of other departments and professional schools on the University at Albany campus. It promotes interdisciplinary study for doctoral students by encouraging them to take courses in other schools and departments, such as sociology, psychology, economics, public affairs, education, public health, and criminal justice.

The purpose of the Ph.D. program is framed within the broader content of the School's mission:

In keeping with Social Work's historic and enduring commitments, the mission of the School of Social Welfare is to further social and economic justice and to serve people who are vulnerable, marginalized or oppressed. This mission is implemented through education, knowledge development, and service that promote leadership for evidence-based social work with a global perspective.

Curriculum Goals

Within the overall mission, the curriculum is designed to accomplish three objectives:

1. To enable students to acquire a core of advanced knowledge of social work practice theory, social policy, research methods, and statistics.
2. To permit students to obtain specialized knowledge in areas of their own choosing
3. To facilitate the contribution of students to knowledge-building and education in social work and social welfare.

In addition, the School of Social Welfare seeks to expand its national and international leadership by virtue of:

- Ever increasing its excellence in research and scholarship, teaching and learning, and professional service;
- Broadening its achievements related to multiple kinds of collaboration and community partnerships;
- Deepening its ability to act strategically in relation to rapid and dramatic social change; and;
- Furthering its reliance on systematic and planful organizational and programmatic assessment and evaluation for mutual learning, improvement, innovation and knowledge development.

The program of study for the doctoral degree consists of 36 credit hours. It can be completed within three years, although most students take longer because they wish (or need) to remain employed while completing their academic requirements and the dissertation. Students must

complete at least two semester of full-time enrollment consisting of 9 credit hours per semester, (unless waived). Students have four years after matriculation to complete the residency requirement and eight years to complete the degree.

Students who have a master's degree other than an M.S.W. degree will be required to successfully complete two courses in the School's M.S.W. program, SSW 620 Micro Practice in Social Work I and SSW 600 Social Welfare Policy and Services, as prerequisites to the two doctoral proseminars on social welfare policy and practice. Credit for these master's level courses will not count for the 36 required credits for the Ph.D. degree. Students can be excused from taking SSW 600 upon successful completion of a place-out examination.

Required courses include four proseminars and two foundation statistics courses. Other requirements include an advanced data analysis course, an advanced research course, proficiency in a foreign language or in computer skills, a qualifying examination, a doctoral essay, a pre-dissertation research requirement, and a dissertation. Electives and independent study and research courses, optional internships in teaching, practice, & research, enable students to develop further their own individualized interests.

These requirements provide a base and framework for an individualized program of study. Students are encouraged to build their programs around their dissertation interests, beginning with proseminars. For example, a student interested in prevention of adolescent pregnancy may use written assignments and class presentations in each of the proseminars to advance his or her interest in the topic, to analyze social policies relating to adolescent pregnancy, to learn about prevention theory and approaches, and to develop a research proposal relating to adolescent pregnancy or its prevention.

The Proseminars

The proseminars are designed to provide students with knowledge and skill in specified areas as well as to facilitate their pursuit of individual interests through selection of topics for presentations, exercises, and term papers. Normally, two proseminars (823 and 862) are offered in the fall semester and the other two (826 and 863) in the spring semester.

The proseminars are: Social Work Practice Theory (3), Social Welfare Policy (3), Social Welfare Research (3), and Applications of Advanced Methods in Social Welfare Research.

Foundation Statistics

The statistics requirement is met by successfully completing two approved courses. It is recommended, but not required, that students complete both statistics courses in the same department or school, preferably in the School of Social Welfare. Students may choose one of the following four 2-course sequences to fulfill the statistics requirement.

School of Social Welfare

SSW 679 Statistics and Data Analysis I (4)

SSW 687 Statistics and Data Analysis II (4)

School of Public Health, Department of Biometry and Statistics

STA 552 Principles of Statistical Inference I (3)

STA 553 Principles of Statistical Inference II (3)

School of Criminal Justice

CRJ 681 Statistics Techniques in Criminal Justice Research I (4)

CRJ 687 Statistical Techniques in Criminal Justice Research II (4)

School of Education, Department of Educational and Counseling Psychology and Statistics

PSY 530 Statistical Methods I (3)

PSY 630 Statistical Methods II (3)

College of Arts and Sciences, Department of Sociology

SOC 522 Intermediate Statistics for Sociologists (3)

SOC 609 Multivariate Analysis (3)

Students may meet the statistics requirement through completion of two equivalent courses at another university and may apply up to six credits for these courses to the 36 required for the degree. The courses must be approved in advance by the Chair of the Ph.D. Program.

Advanced Data Analysis* (3)

The two-semester sequence in statistics provides doctoral students with a strong foundation in statistics. To build on this foundation and to provide students with greater depth in data analysis that is relevant to their scholarly research, students are required to complete a third course in data analysis methods. This third data analysis course must be in advanced data analysis, covering topics not covered in the required statistics course sequence or covering topics in greater depth. Examples of appropriate courses include those on regression, structural equation modeling, and non-parametric statistics as well as those addressing data analysis techniques for qualitative methods such as narrative analysis, ethnography, case studies, and focus groups. This course must be approved by the student's advisor

Advanced Research Course* (3)

The two proseminars in research provide doctoral students with a strong foundation in research methodology. To build on this foundation and to provide students with greater depth in research methods that are relevant to their scholarly research, students are required to complete a third research course. This third research course must be on a specific research topic or methodology that is not covered or not covered in depth in SSW 862 (Social Welfare Research) and SSW 863 (Application of Advanced Methods). Examples of appropriate courses include those in qualitative research, survey research, and epidemiology. This course must be approved by the student's advisor.

*These requirements are effective for students entering the program from Fall 2005.

Language or Computer Proficiency

According to University requirements, students must also show proficiency in computer skills or a foreign language. These requirements may be demonstrated in any of the following ways.

Students will usually complete this requirement by taking SSW 679 and SSW 687, which also meet the student's statistics requirement. Learning a standard computer program and practice in its application has been built into these courses.

Additional ways to meet this requirement include the following:

1. Approved Computer Course

Students satisfactorily complete (B or better) a course approved by the Ph.D. Program Committee that requires the student to become proficient in the use of a social science statistical package on the computer. In accordance with University regulations, credit for this course cannot be counted toward the 36 credits required for graduation. In addition, the following regular University courses have also been approved as meeting this requirement for the SSW foundation stats sequence:

EPI 514 Computer Programming and Data Management (3)

CPY 720 Computer Applications in Counseling Psychology (3)

2. Performance Examination on Computer Skills

After receiving a set of raw data, students show they are able to put these data into the computer and are able to write and run a series of statistical procedures using a social science statistical package.

3. Oral Examination on Computer Skills

The examination is based on a sample of the student's computer work. The student explains procedures used and answers questions relating to these procedures.

4) Certification in a Foreign Language

Students must submit a letter signed by an official of a foreign language department of an accredited university certifying that the student has reading facility in the language.

Elective Courses

Students may take as electives any graduate course offered within the School or elsewhere in the University that is relevant to their program of study (that does not repeat previous course work) with the approval of their adviser. An elective may also be taken at another university. Elective courses are designed to enhance student's specialized knowledge and expertise in the dissertation topic area.

Students without an MSW who want to increase their familiarity with American social welfare policy, and practice might find courses in the MSW sequence helpful to take as electives.

Students with an MSW must take a minimum of six credit hours (exclusive of the required 2-semester statistics sequence) *outside* the School. Although this requirement can be fulfilled

through taking advanced statistics and methods classes (which are generally offered outside SSW), you are encouraged to take additional outside the School as electives in order to achieve specific learning objectives and to acquire interdisciplinary perspectives that bear upon development of knowledge in social work and social welfare.

Many departments or Schools within the university might offer relevant courses. For example, if your topic is in juvenile delinquency, you will find specialized graduate coursework in the School of Criminal Justice. If your topic relates to child psychopathology, you will find courses

in the Department of Psychology that might be very relevant. People with interests in health disparities can find courses in Public Health, as well as Latin American and Caribbean Studies, and Africana Studies. The Sociology Department, the School of Education, and the Rockefeller School of Public Affairs and Policy may offer courses very relevant to your interests. You are encouraged to discuss relevant possibilities with your advisor

You may transfer in up to 3 elective credits from graduate courses you may have taken in another university. Applicants to the doctoral program must request transfer of credit at the doctoral level earned at another university as part of their application. Students already enrolled in the program must obtain prior approval to take a course at another university. The standard transfer of credit form should be used for this purpose

Internships

Internships, in which students advance knowledge and skill through application, can be arranged in such areas as teaching, research, management, and direct practice. In teaching internships, students work with faculty members, usually in relation to one of the faculty member's courses. Supervised classroom instruction is normally included as part of the internship. In research internships students may participate in research conducted by a faculty member or in agency-based research. In agency-based internships students must have an agency supervisor in addition to a supervising faculty member. Students may do an internship at their place of employment (if other than the University at Albany) and be paid for their work by their employers, providing that the internship: 1) enables students to enhance their research knowledge or skill, and 2) involves activities that are not part of their regular jobs.

Students may apply two three-credit internships toward the 36 credits required for graduation. Tasks and responsibilities for which students are being financially compensated by the University at Albany may not be used as a significant part of an internship.

Comprehensive Examination

The Comprehensive Examination is given in three parts consisting of qualifying examinations covering the 3 subject areas defined generally by the content of the required proseminars. It is intended to measure the students' mastery of that content. Examinations are given in each of the following subjects: 1) Social Policy; 2) Research; and 3) Social Work Practice. Examination questions are drawn from a reading list compiled from the proseminar bibliographies. The qualifying examinations normally take place the Wednesday, Thursday and Friday of the week preceding the Fall semester and again on the Wednesday, Thursday and Friday of the week preceding the Spring semester. Students wishing to take an examination should notify the Ph.D. Program assistant at least one month in advance. Examinations are graded pass/fail. Students

must pass all three examinations to complete the Comprehensive Examination requirement and move into the dissertation phase of the program.

Students for whom English is a Second Language may have an additional 2 hours for the qualifying exams. Eligible students who wish to have additional time may request this when they sign up for the qualifying exam. However, the student may request additional time up to two weeks prior to the scheduled exam. To make such a request, students may contact the Ph.D. Program Assistant.

The Essay (discussed below) is also a component of the Comprehensive Examination. It provides a vehicle to examine students' mastery of a specialized subject matter, which will be the focus of the dissertation.

Pre-dissertation Research Requirement

The School of Social Welfare added a pre-dissertation research requirement for all Ph.D. students, effective with the spring 2002 entering class. The requirement is met by the production of a paper that includes a research problem, study plan, analysis and a report of the findings. This paper must be approved as meeting the requirement by the student's advisor.

Rationale

Doctoral students need research experience in order to complete high quality dissertations. In the current program students may or may not get this experience, depending on whether they have a fellowship or assistantship that allows them to work in a mentored role with faculty, whether they are able to devote full-time to their studies, and whether their student experience allows them to be involved in a research project from start to finish (often a one-year assistantship does not provide this complete experience). The pre-dissertation research requirement gives the student research experience and provides an opportunity to conduct independent research. It additionally helps focus the student's individualized study, and gives the student publication possibility.

Implementation

This requirement will be applied flexibly in conjunction with the student's research assistantships or fellowships, research practica, or course work in SSW or another department (proseminar, applied research, data analysis courses, or independent studies). To fulfill the requirement, the student must be enrolled in or have completed a required research course, although, it may be advantageous for most students to complete both research and statistics course requirements before undertaking the pre-dissertation requirement.

It is highly desirable for the student to use the requirement in a way that will advance their dissertation research. Examples of acceptable projects include: (1) pilot study for the dissertation (e.g., measurement development, piloting research methods), (2) secondary analysis of an existing data set, or (3) work with a faculty member on an aspect of the faculty's research, which may be funded by the faculty member's project. This requirement will focus the student's work while fulfilling course and other program requirements. The study is not a duplication of the essay or the dissertation. The student will prepare a report that is 10-15 pages long. The paper need not be published.

Waivers

The requirement may be waived by the advisor if the student can present evidence that he or she has met the essentials of the requirement through other research experience and writing. (For example, work completed for an assistantship.) A note detailing reasons for the waiver should be placed in the student's folder. The note should address acquisition of competencies defined below.

Competencies

The following competencies are to be used both for the evaluation of student projects completed while in the program as well as for granting waivers for students who have met the requirement in other ways. The competencies can be met through either quantitative or qualitative studies. Not all projects will enable the student to demonstrate all competencies. For example, competencies 4 and 5 may not be relevant to a project making use of existing data. Generally the student will be able to meet the requirement through a demonstration of at least 5 of the competencies, which should include competencies 6 and 7.

1. To conceptualize a research problem and to operationalize it in the form of specific questions or hypotheses.
2. To develop a research design to answer the questions or test the hypotheses posed in the research problem.
3. To develop and implement a sampling plan.
4. To develop or select instruments appropriate to the research problem.
5. To use the instruments developed or selected to collect data.
6. To analyze the data collected to satisfactorily address the research problem.
7. To report the results in a coherent fashion with attention to limitations of the study.

THE DISSERTATION PROCESS

The dissertation advances the knowledge base of social work practice or the field of social welfare. Students are encouraged to begin to develop dissertation ideas and to do preliminary work on a potential dissertation topic from their first year of study.

The development of a formal dissertation proposal and the bulk of the student's dissertation research generally take place at some point following successful completion of the Comprehensive Examination, including the doctoral essay. The first step is the formulation of a Doctoral Committee.

Doctoral Committee

The student normally begins to form a Doctoral Committee after successfully completing the qualifying examinations. In setting up their Committees, students may want to consult with their Academic Adviser or the Program Chair in order to get ideas about which faculty members might serve on their on their Committees. (The Academic Adviser or the Program Chair themselves may, of course, be potential Committee members.) The student first obtains the agreement of a faculty member to serve as Chair of the Doctoral Committee. In consultation with the Doctoral Committee Chair, the student then selects the remaining members and obtains

agreements from them to serve on the Committee. The Doctoral Committee Chair then becomes the student's Academic Adviser. The student now submits a D-6 Formation of the Doctoral Committee form to the PHD Program Assistant. Doctoral forms are available on the SSW Website at: <http://www.albany.edu/ssw/aprograms/phd/index.html>.

A single Doctoral Committee will oversee both the writing of the essay and all subsequent work on the dissertation. The student's Doctoral Committee will consist of at least three members: a chair and one other faculty member from the School of Social Welfare and one member from outside the School. For oversight of the doctoral essay only, all members may be from within the School. Prior to the approval of the dissertation proposal, however, an outside member must join the Committee, either to replace one of the members from the school or as a fourth member. Outside members of the Doctoral Committee may be from outside the University provided that they have an earned doctorate or hold the rank of full professor at an accredited University. Names of prospective committee members are proposed by the student to the Ph.D. Program Chair who appoints the Committee.

An individual without an earned doctorate or full professorship may serve as one member of the Doctoral Committee if he or she possesses expert knowledge needed by the student that would not otherwise be available. The student must petition the Ph.D. Program Committee to have such an exception made.

To the extent possible, Doctoral Committee membership should remain constant. If changes in membership become necessary for a reason such as departure of a faculty member to another institution, the Ph.D. Chair will appoint a replacement suggested by the student. The chair of the Doctoral Committee may continue to serve as chair of the committee after leaving the university by mutual agreement of the faculty member and the student. If the Doctoral Committee chair must be off campus for an extended period (e.g. sabbatical leave abroad), arrangements should be made for an interim chair, from among the Committee members.

Doctoral Essay

The doctoral essay, a 20-25 page paper, is intended to serve three main purposes: 1) to further the student's potential for scholarly work, 2) to move students along in the development of a dissertation topic, and 3) to enable the student to complete a review of the literature relevant to his or her topic. The essay or portions of it can be incorporated into the student's proposal and dissertation.

In considering proposed essay and dissertation topics, attention is given to the following criteria.

The dissertation topic must have significant implications for social work or social welfare and must address a problem that has not been satisfactorily resolved by existing knowledge. This criterion permits many different forms of contribution to knowledge, to theory, to improvements of practice, to research methodology, and to new syntheses or analyses of existing knowledge. This criterion prescribes no single type of investigation, methodology, or source material. It permits qualitative or quantitative studies. It permits use of library, field-simulated, or experimental approaches. Exemptions for topics not meeting this criterion may be granted by the Ph.D. Program Committee.

Prospectus

- Students next submit a brief prospectus stating the purpose and scope of their Doctoral Essay for review and approval by their Doctoral Committee.
- The prospectus is a narrative description (3-4 pages) of what the student intends to do in the essay. The prospectus may start with a statement of the problem or issue to be considered and its importance to social work. This is followed by a description of the areas of the literature the student intends to review to better understand the issue. The prospectus usually includes an outline of the essay—what the student envisions as the major sections and subsections of the paper.
- In developing the prospectus, it is important to remember that the paper is to be 20-25 pages so the topic to be covered in the essay should be defined with this requirement in mind.
- Attached to the prospectus is a comprehensive bibliography of the literature that needs to be reviewed and incorporated into the essay. The bibliography is usually extensive. Students are responsible for providing all committee members with the prospectus. Hard copies are usually preferred. Once approval by the Committee is gained, students proceed with the essay.
- Once the prospectus has been approved, students have 15 weeks to complete the essay. In completing the essay, the student may wish to consult with his or her chair or submit a draft of the essay to the chair or other committee members for their reactions. Both the student and the committee members need to be aware that this consultation time does not alter the 15 weeks allowed for completion of the essay. If this time limit is exceeded, students are expected to renegotiate the prospectus and the essay with the Doctoral Committee.

Students should exhibit a mastery of knowledge in their selected area, and the paper should reflect a high level of integrative and conceptual ability. While publication is not a requirement, the essay should be of publishable quality. The essay should conclude with questions for further study. Ideally the questions should include those to be addressed in the dissertation.

The essay is graded satisfactory/unsatisfactory by members of the committee and must receive a grade of satisfactory from each member to be considered acceptable. At its discretion, the Doctoral Committee may meet (with or without the student) to discuss the essay before reaching a final decision about its acceptability. If an essay is found to be unsatisfactory, the student in consultation with the committee will develop a plan for the completion of the essay within a specified time period.

The essay or portions of it may be incorporated into the student's dissertation proposal as well as the dissertation itself. The essay may serve as the foundation for the literature review in the dissertation. Given the page limitations of the essay, however, **the essay will probably form only a portion of the literature review for the dissertation.**

Admission to Candidacy

Admission to candidacy requires that in addition to the general University requirements, students have met the following requirements:

1. Satisfactory record in course and seminar study;
2. Satisfactory completion of the language or computer proficiency requirement;
3. Satisfactory completion of the pre-dissertation research requirements;
4. Satisfactory completion of the qualifying examination;
5. Satisfactory completion of the doctoral essay;
6. Completion of residency requirements, unless waived.

Once admitted to candidacy, students need to take only one dissertation credit to maintain continuous registration.

Dissertation Proposal

The dissertation proposal includes statement of the problem, research questions or hypotheses, study rationale or justification, literature review, description of methodology, subject cooperation and human subject issues, analysis plan, potential applications, and relevance to social welfare. The doctoral essay (or portions thereof) that may provide a review of literature, elaboration of problems, etc., can be appended to or incorporate within the proposal. Students are responsible for providing all committee members with copies of all dissertation material.

More specifically, students should outline clearly the method to be used in the investigation in relation to the concepts, variables, sampling, instrumentation, data collection, organization, processing and analysis of data, including statistical procedures when appropriate. The guiding analytic scheme should be made operational for the major steps of the research. This outline may be considerably modified, or an alternative developed, for some types of dissertations e.g., qualitative investigations and library studies.

Students will usually work primarily with the chair of the Doctoral Committee in conducting the research. Students are responsible for keeping the chair informed of progress being made or obstacles being encountered. The chair is responsible for being accessible to the candidate and arranging for ongoing evaluation of the candidate's work at those points of completion which in the chair's judgment, require evaluation. Serious objections should be raised and communicated to the candidate in the early stages of research, if possible.

If the collection of data for the dissertation requires agency cooperation, students should present evidence of commitment of agencies for access to data sources. If students propose a dissertation that is part of a larger project, they need to make clear how their study will constitute an independent research undertaking.

Approval by the Doctoral Committee is contingent upon approval of the proposal by the University Institutional Review Board or other IRBs that may be relevant. Students are responsible for securing necessary IRB clearance.

Students may enroll for 1 dissertation credit (SSW 899) per semester to maintain registration while working on the dissertation. To be eligible for dissertation credit, students must have completed all requirements except the dissertation.

Proposal Defense

The Doctoral Committee members must normally be present, although an outside member living at a distance from the campus may participate by speaker phone. Approval of the proposal will be by consensus.

The three Committee members must normally be present, although an outside member living at a distance from the campus may participate by speaker phone. Two faculty members (non-voting), from in or outside the school, may be added to the committee. Approval of the proposal will be by consensus.

What should I expect at the proposal defense?

Often the defense begins with the student making a *brief* presentation about the purpose of the study and its methods. The operative word in the previous sentence is *brief*; keep in mind that all the members of the committee have already read the materials. Following the brief presentation, the committee members will ask the student questions. These questions can be related to any aspect of the proposal—from the study's relationship to prior research to the strategy for data analysis. The goal is to make sure students are well positioned to begin and follow through on their research.

At the conclusion of the questions, the committee will meet briefly without the student present to determine the acceptability of the proposal. The proposal defense may generate some revisions in the proposal. These will be reviewed by the chair with the student and the committee. It is helpful for the student to write up the recommended modifications and to send these to the committee members. This ensures that everyone has the same understanding of what is to be done in conducting the study and analyzing the findings.

Is there something I could read about doing dissertations?

A book that may be of help to you is: Heppner, P.P. and Heppner, M.J. (2004). Writing and Publishing Your Thesis, Dissertation and Research: A Guide for Students in the Helping Professions. Belmont, CA: Brooks/Cole-Thomson Learning.

Dissertation Report

The organization and length of the dissertation report will vary depending on the nature of the research on which the dissertation is based. Below is a brief chapter outline for reports of quantitative research. This outline, which assumes a report in a range of 100-125 pages plus appendices, is offered as only on possible model.

1. **Statement of Problem.** The problem to which the study was addressed is set forth, usually in the form of questions or hypotheses. The importance of the problem to social welfare should be discussed, but very briefly, if the problem is of obvious importance. A review of prior work on the problem should be presented, but limited to prior work of direct relevance to the study problem. Work less directly relevant, possibly excerpted from the doctoral essay, can be included as an appendix.

2. **Method.** In this chapter the plan of the study is presented: the research design, sampling plan, descriptions of data collection instruments, etc. The actual instruments can be included as appendices.
3. **Findings.** The results of the study are presented, usually with minimal interpretation. Key tables are incorporated into the text. Additional tables may be appended. An alternative is to discuss findings as they are presented. Chapter 4 can then present a summary of the study and its conclusions.
4. **Discussion.** The findings of the study are interpreted. What conclusions can be drawn from them? How do they add to existing knowledge? What implications do they have for theory, practice, and research relevant to social welfare? What are their limitations?

Guidelines for Defense

Dissertation Defense and Notices

Students **must** be in candidacy at least a semester before submitting the final approved dissertation.

1. Prior to the defense, all members of the Committee should read the student's complete dissertation draft and make whatever suggestions for revisions they think are needed. Members may or may not request to see the revisions prior to the defense. If revisions desired by a member other than the Chair are substantial, he or she should consult with the Chair prior to discussing them with the student. A member approves the draft, for purposes of the defense, when he or she is satisfied with revisions the student has made or has agreed to make. All members should agree that the draft is ready for defense.
2. Three weeks prior to the dissertation defense, the student completes and delivers the Dissertation Defense Announcement (D-10) form to the Program Assistant. The form provides the date, time, and requested location of the dissertation. The Program Assistant is responsible for reserving the conference room chosen by the student. If the room is unavailable, the Program Assistant will notify the student and offer an alternative choice of rooms.
3. Students are responsible for ordering audio-visual equipment needed during the defense. If you need audio visual equipment for your presentation, you will need to request it from the downtown AV department (there is no charge to use this equipment) (orderav@albany.edu), as soon as you know where your defense will be held so you can give them this information. They will have the equipment in the room the day of your defense.
4. After the student notifies the Program Assistant of the date, time, and location of the dissertation defense and the room availability has been confirmed, the Program Assistant will create a Dissertation Defense Notice, which states the dissertation title, the student's name, and the date, time, and location of the defense. The Program Assistant then posts the notices throughout the School of Social Welfare on the PhD Distribution List and the SSW Faculty Distribution List.

Final Defense

The three Committee members must participate in the defense. Normally all Committee members must be present. However, the outside member may participate through a speaker phone if he or she resides outside the Capital District. (The student is responsible for arranging to have a speaker phone available and for the cost of the call.) The defense is open to other members of the University community. Although they will not participate in the examination,

attendees may be invited to ask questions following the conclusion of the defense.

Additional revisions may be requested as one outcome of the defense. These may include revisions that the student agreed to make prior to the defense but may not have satisfactorily made in the Committee's judgment or revision identified during the process of conducting the defense. For example, during the examination, the Committee may raise questions about the draft that may not have occurred to individual members when they gave their prior approval. However, it is expected that revisions will be minor in the usual case.

Final approval and required revisions will be decided by consensus of the voting members. The Committee Chair is responsible for integrating the suggestions for revision made by all Committee members and communicating these to the student. The Committee may choose either to review and approve the revisions or to delegate this responsibility to the Chair.

Program Monitoring

1. Students are responsible for informing themselves of program requirements they have met or need to meet. The student will not be given reminders regarding requirements not completed. Students and advisors may find the advisor and student worksheet (page 2-19) helpful in keeping track of their progress.
2. The student is responsible for obtaining agreements from faculty members to act as dissertation chairs and to serve on Ph.D. doctoral committees. The chairs of these committees send the D-6 Doctoral Forms to the Chair, Ph.D. Program, for approval.
3. Students are responsible for providing completed doctoral forms noting their progress through the program to the Ph.D. program office. Forms are available on the University's website at: <http://www.albany.edu/ssw/aprograms/phd/index.html>.
4. The Chair of the Ph.D. Program will be responsible for obtaining and safekeeping of documents showing completion of requirements or having appropriate completions recorded on the student's transcript, for processing the admission to candidacy forms, and degree clearance.

PROGRAM MONITORING
Ph.D. Program Worksheet for Advisors and Students

Requirement	How Satisfied	When Satisfied
1. Satisfactory completion of proseminars (12 credits)	Transcript Review	
2. Satisfactory completion of approved statistics sequence (8 credits)	SSW679 & 687 <i>or</i> approved sequence from another department: _____ Transcript Review	
3. Satisfactory completion of foreign language or computer proficiency requirement	SSW679 & 687 <i>or</i> approved alternatives _____ Submit D-2 doctoral form	
4. Satisfactory completion of advanced data analysis requirement (3 credits) (for students admitted fall 2005 or later)	Transcript Review Submit D-4 doctoral form	
5. Satisfactory completion of advanced research requirement (3 credits) (for students admitted fall 2005 or later)	Transcript Review Submit D-5 doctoral form	
6. Satisfactory completion of remaining 10 credits of electives, including six credits outside School	Transcript Review	
7. Satisfactory completion of qualifying exams: <i>Practice, Policy, Research</i>	Passed by Faculty Readers	
8. Satisfactory completion of pre-dissertation research requirement (for students admitted Spring 2002 or later)	Approved by student's advisor Submit D-3 doctoral form	
9. Set up Doctoral Committee	Submit D-6	
10. Satisfactory completion of prospectus and doctoral essay	Approved by student's Doctoral Committee Submit D-7 doctoral form	
11. Completion of residency requirement (2 semesters of 9 cr.)	Transcript Review or waiver from Program Chair	
12. Admission to candidacy	Submit D-8 doctoral form with advisor's signature only. Program Assistant will secure PHD chair's and dean's signatures.	
13. Dissertation Proposal	Approved by student's Doctoral Committee Submit D-9 doctoral form	
14. Dissertation	Approved by student's Doctoral Committee Submit D-11 doctoral form	

Doctoral Forms can be found on the web at: <http://www.albany.edu/ssw/aprograms/phd/index.html>

PART III: FREQUENTLY ASKED QUESTIONS

FAQ: SSW 854: What is a Doctoral Internship? (3 Credits)

Must fill-out D14 SSW 854: Doctoral Internship Request Form which is available on line at: <http://www.albany.edu/ssw/aprograms/phd/index.html>

What are doctoral internships?

Internships, in which students advance knowledge and skill through application, can be arranged in such areas as teaching, management, and direct practice. For all internships, students work with a full-time supervising faculty member. In teaching internships, students work with full-time faculty members, usually in relation to one of the faculty member's courses. Supervised classroom instruction is normally included as part of the internship. A student may also arrange internships under a supervising faculty member in conjunctions with a student's teaching assistantship or when teaching as an adjunct instructor. In agency-based direct practice or management internships, students must have an agency supervisor in addition to a supervising faculty member.

What if I want to do an internship in my work setting?

Students may do an internship at their place of employment (if other than the University at Albany) and be paid for their work by their employers, providing that the internship: 1) enables students to enhance their knowledge or skill, and 2) involves activities that are not part of their regular jobs.

How many internships may I take?

Students may apply two three-credit internships toward the 36 credits required for graduation. Tasks and responsibilities for which students are being financially compensated by the University at Albany may not be used as a part of an internship.

How do I arrange to do an internship?

Internships are individually arranged between the student and the faculty member supervising the internship. After meeting with the faculty supervisor, the student prepares a summary proposal outlining the internship. This statement must indicate the learning objectives for the internship, the nature and scope of the internship, and the products or assignments that are to be completed during the internship. It is expected that the internship will occur during regularly scheduled semesters. If any special or unusual time schedule will be followed during the internship, this should be noted in the proposal.

What paperwork do I need to file?

The student must complete the SSW 854: Doctoral Internship Request Form which is available from the Ph.D. Program Office. This form must be signed by the faculty internship supervisor, the student's academic advisor, and the Ph.D. Program Chair. The summary proposal must be attached. The student must submit four copies of the signed form and the attached proposal to the Ph.D. Program Office. One copy is to be retained by the student, one is given to the faculty supervisor, one is given to the advisor, and one is placed in the student's official folder. The form must be completed on or before the date listed in the University Academic Calendar for adding semester courses. Students are not permitted to enroll after the posted deadline.

TEACHING INTERNSHIP (SSW 854)

SSW854: Internship (Teaching)

This purpose of a teaching internship is to provide teaching experience to doctoral students under the guidance of an experienced instructor. An individualized agreement developed by the student in conjunction with a faculty member will specify teaching competencies to be learned and specific experiences linked to these competencies, and will include a range of responsibilities and activities within the course. Students will be expected to attend all classes, and meet regularly with the faculty member for teaching mentoring and evaluation of intern performance. Teaching competencies that might be included in the individualized plan include the following and will depend on the intern's skills and prior experience:

- 1) Participate in development or revision of a syllabus that meets required criteria (e.g. evidence-based knowledge, diversity content, social and economic justice).
- 2) Articulate links between the course objectives and curriculum-wide CSWE accreditation standards.
- 3) Plan and conduct some class sessions based on course learning objectives using varied teaching strategies
- 4) Incorporate technology into classroom instruction (power point, internet resources etc)
- 5) Plan for assessment of students and assist in grading.
- 6) Contribute to curriculum discussions in faculty area groups
- 7) Participate in at least one CETL or other teaching workshop (for students with more experience)
- 8) Plan for a student evaluation of the intern's performance
- 9) Begin to develop a teaching portfolio

An internship is by permission of the instructor, only open to doctoral students in the SSW, and may be repeated.

PRACTICE INTERNSHIP (SSW 854)

SSW854: Practice Internship

This purpose of a practice internship is to provide experience in practice settings to doctoral students under the guidance of an experience practitioner in conjunction with a faculty member. It provides opportunities to engage in a broad range of social work activities in agencies and community settings, and covers a wide range of knowledge, skills and attitudes. A recommended introduction to U.S. practice settings for students with no experience would be the Community and Public Service Program course.

The Field Office will approve the assignment of practice internships.

Two kinds of internship are available.

- a) The first type of internship is designed for doctoral students who possess an MSW degree from an accredited institution who are typically seeking post-MSW practice experience. The field supervisor in this case will be a licensed MSW supervisor. In most cases students will be expected to arrange the setting themselves with assistance from the Field Office.
- b) The second type of internship is designed for doctoral students who do not possess an MSW degree but who seek experience in social work settings in volunteer and beginning clinical roles. These internships may not provide supervision at the licensed MSW level. They will be arranged in conjunction with the Field Office. Some experiences would involve predominately 'shadowing' an experienced agency practitioner. Additionally, a concurrent MSW micro or macro course must be taken.

For both types of internships, students whose first language is not English will be assessed for English competence to undertake field experiences via procedures established by the Field Office. This could range from review of verbal TOEFFL scores to a face-to-face interview.

In both cases, an individualized agreement developed by the student in conjunction with a faculty member and supervisor will specify areas of competence to be learned and specific experiences linked to these competencies, and will include a range of responsibilities and activities within the course. Students will be expected to meet regularly with their designated supervisor for supervision of intern performance. Practice experiences that might be included in the individualized plan will be dictated by the intern's skills and prior experience. A guide would be the competences outlined in the field evaluation.

An internship is by permission of the instructor, only open to doctoral students in the SSW, and may be repeated.

**FAQ: What are these courses?
SSW 690, SSW 760, SSW 888**

Apart from required coursework, you need to register for graduate credits to complete the total of 36 credits required, and to maintain continuous registration (at least 3 credits per semester, or 9 if you are full time and with an assistantship) until you are in Candidacy. Possible independent courses are SSW690, SSW760 and SSW888

SSW 690 Independent Study

This course can be taken twice for up to 6 credits. It enables specialized study when no comparable organized course is offered in that area. Usually there is a product which can be a paper or annotated bibliography. A short plan needs to be approved by a faculty member and approved by the student's advisor.

When may I take this course?

This course can be taken at any time prior to candidacy. It can be repeated.

How will I be evaluated for this course?

SSW 660 is graded S (satisfactory) or U (unsatisfactory).

What is SSW 760: Independent Research?

This course is an independent study arrangement in which the individual student selects, formulates, designs, and completes a project. It is generally used to work on a research project with a faculty member, or on personal research in preparation for the dissertation, for example pilot work. This course can be taken for variable credits (3-6 credits). Again, a short plan needs to be approved by a faculty member and by the student's advisor.

When may I take this course?

You may take it at any time during your program prior to Candidacy. You may repeat it twice.

How will I be evaluated for this course?

SSW 790 is graded S (satisfactory) or U (unsatisfactory).

What is SSW 888: General Readings?

SSW 888: General Readings in Social Welfare and Social Work is used by students to follow a course of independent readings and individual work in preparation for the dissertation.

When may I take this course?

Students may take SSW 888 when they have completed all required course work but have not yet been admitted to candidacy. Students also must have the consent of their advisors to enroll in SSW 888. Advisors provide students with permission numbers for the course.

How many credits may I take?

Technically, SSW 888 is non-credit. It is taken for “load equivalent units” which are equivalent to credits and meet the requirement for continuous registration. A student may register for three to nine load-equivalent units. Tuition is based on the number of load equivalent units for which a student registers. (Students who have not been admitted to candidacy must enroll for a minimum of three credits to maintain continuous registration. Students with assistantships who have not been admitted to candidacy will need to enroll for nine credits to be considered full-time.)

How will I be evaluated for this course?

Unlike independent study and research, no grades are submitted for this course. Rather, the “grading” is noted as “load-only.”

What is the role of elective course work in my program?

Elective courses within the School or wider university are designed to enhance student’s specialized knowledge and expertise in the dissertation topic area. Two electives are required, and this requirement can be fulfilled through taking advanced statistics and methods classes which are generally offered outside SSW. However, you can take additional electives. Many departments or Schools within the university might offer courses relevant to your topics. For example, if your topic is in juvenile delinquency, you will find specialized graduate coursework in the School of Criminal Justice. If your topic relates to child psychopathology, you will find courses in the Department of Psychology that might be very relevant. People with interests in health disparities can find courses in Public Health, as well as Latin American and Caribbean Studies, and Africana Studies. The Sociology Department, the School of Education, and the Rockefeller School of Public Affairs and Policy may offer courses very relevant to your interests. You may transfer in up to 3 elective credits from graduate courses you may have taken in another university. You are encouraged to discuss relevant possibilities with your advisor.

FAQ: Is it true you need two years post-MSW experience for faculty positions?

The Council on Social Work Education (CSWE) determines educational policy and accreditation standards for schools of social work and social work programs. One of these accreditation standards addresses requirements for faculty in social work programs. The standard (4.3) regarding post-MSW experience states:

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

As written, the standard includes experience following either receipt of a BSW or MSW. Additionally, the standard applies only to those who teach *required* practice course. What is defined as a required practice course varies by program. Further, what constitutes two years of post-degree experience is subject to interpretation by each program.

That said, many programs and schools prefer to hire only those with two years of post-MSW experience because it ensures that the program will have flexibility in the deployment of faculty. In other words, any faculty member could teach the required practice courses. This issue is a particularly important one to small, usually BSW programs, who have a small number of faculty members and each one must fulfill multiple roles.

FAQ: How do I gain teaching experience?

The School does not appoint Ph.D. Students to Teaching Assistantships.

Some Ph.D. students come in with considerable experience in a field of practice or knowledge that is relevant to teaching in the BSW or MSW program. Some may already have had teaching experience. These students may apply to Associate Dean Ricky Fortune to teach a 3-credit course as an Adjunct Instructor. Their application is considered along with other applicants for available teaching openings in the School at the BSW or MSW level. Some (required practice) courses require that you have an MSW to teach; others do not. Note the restriction below on teaching and assistantships.

Ph.D. students without this background, and who lack teaching experience may gain it by taking up to 2 teaching internships for graduate credit. See section **(FAQ Page 3-2)** in this handbook for a detailed description of a teaching internship. At the conclusion of this internship it is advisable to have the course instructor of record write an assessment of your experience and performance as a basis for a future reference or record of teaching experience.

Another way to gain knowledge of teaching is to attend teaching training sessions offered by the School and the University. Watch for sessions offered within SSW. The University has an extensive division devoted to instructional excellence, the Institute for Teaching, Learning and Academic Leadership (ITLAL). Visit the website at: <http://www.albany.edu/teachingandlearning/>. This Institute offers faculty and graduate students access to a wide range of teaching resources and workshops.

With some documentation of teaching experience and learning about teaching, Ph.D. students later in the program can apply to the Associate Dean to fill available instructor roles at the school.

Please note that you cannot hold an adjunct teaching position while you hold a state-funded assistantship.

FAQ: What Are Expectations for An Assistantship?

General Guidelines for Assistantships (State and Grant Funded)

PhD students who receive a research assistantship are expected to work up to 20 hours/week during each week that classes are in session or a total of up to 640 hours during the academic year for and with a faculty member on a research project. Research assistantships are intended to provide students with the opportunity to gain the knowledge and skills related to being an effective and independent researcher. The faculty supervisor, in conjunction with the student, will explicitly outline the learning objectives that are included in the assistantship.

Faculty supervisors are encouraged to provide opportunities for the student to meet some or all of the competencies expected for the predissertation research requirement. Ideally, at the end of the year-long research assistantship, the student will be able to demonstrate some or all of the competencies expected for the predissertation research requirement.

For any subsequent research assistantships, the student should be given opportunities to increase their level of participation and independence in a research project, for example, completing additional analyses of data, participating in conference presentations, participating in article preparation, and developing grant proposals.

Waivers must be requested to work beyond the 20 hours/week obligation. Additional work obligations may be allowed if they do not interfere with the student's progress in the program.

Students may not concurrently hold two positions intended to fund doctoral students (e.g., assistantships through state funds and an externally funded position or two externally funded positions).

Students may not concurrently hold a position intended to fund a doctoral student and a University employee position (fringes@30+%) funded through state or research funds.

Once a student and a faculty supervisor have negotiated the assistantship, both are expected to continue that assistantship for the academic year. (It is recognized that in unusual circumstances, an assistantship assignment may need to be changed. This should be negotiated with the faculty supervisor, the PhD Program Chair, and the student.)

Unless explicitly negotiated between the involved faculty members, faculty may not "raid" doctoral assistants who have already been assigned to a project.

To the extent possible, grant funded assistantships will be "enriched" through the use of state funds, primarily to support up to 10 credits of tuition each semester.

FAQ: Can I get funding for dissertation-related expenses?

If you are presenting papers or posters at a conference related to your dissertation work, the Dean's office may be able to help with a small stipend (depending on availability of funds).

If you are attending a social work conference to expand your network and learn more about related research (NASW, CSWE, or SSWR conferences), you can seek opportunities to help out at the conference in exchange for reduced conference registration expenses – watch the conference sites for details

Help with University at Albany events at such conferences also carries small stipends, again depending on funds available

More formal applications for limited funds to conduct dissertation research or attend related conferences include the following (watch due dates, you will need support letters) University at Albany **Graduate Student Organization** has funding resources for dissertation expenses and travel related to research (up to \$650)
<http://www.albany.edu/~gso/grants.htm>

UAlbany Benevolent Association has similar research and travel grants (up to \$500)
<http://www.albany.edu/research/Forms/Benevolent.pdf>

Initiatives For Women (IFW) awards funds to support women in realizing their potential, frequently through their research. Awards have ranged to \$2,000 but are more generally \$500.
<http://www.albany.edu/ifw/awards.htm>

The School of Social Welfare annually makes awards to MSW and PhD students that can be used to offset expenses. Students are encouraged to self-nominate. The PhD awards are often used to support research expenses. Amounts range up to \$1000.

If you need additional statistical training to complete your research, stipends are offered at a range of (generally summer) workshops. These include

IASWR (Institute for the Advancement of Social Work Research).
<http://www.iaswresearch.org/>

Institute for Social Research, University of Michigan (summer program in quantitative research).
<http://www.icpsr.umich.edu/sumprog/>

Other opportunities are circulated to students via email as they arise. Please contact the Program Chair to discuss at any time

Can I get external funding to support my dissertation

Yes you can, and students are strongly encouraged to pursue external funding both to extend doctoral assistantship funding and for career advancement. SSW PhD students have gained several prestigious social work pre-doctoral awards including from the National Institutes of Health, the Hartford Foundation, and other federal and state bodies. The easiest way to examine **Doctoral and post-doctoral funding opportunities** is to look on the Institute for the Advancement for Social Work Research web site.

<http://www.charityadvantage.com/iaswr/DoctoralPostdocFundingUPDATED1208.pdf>

The Group for the Advancement of Doctoral Research has some additional information

<http://www.gadephd.org/html/dsfo.htm/>

Note that most external doctoral funding is limited to American students.

FAQ: What's a C.V. and do I need one?

When you start looking for an academic job or a research position in an academic setting, you will need a C.V., or curriculum vitae. The term itself is Latin, meaning the course (curriculum) of life (vitae). A C.V. is a way to organize and present information about yourself—for example, your education, professional experiences, presentations, and publications.

Because a C.V. needs to be comprehensive, it can also serve as a way to keep track of your various professional accomplishments and endeavors if you update it regularly. Even if you are a year or two away from looking for an academic position, you may want to develop your C.V. now so you can track your activities and accomplishments.

Although formats for C.V.s vary some, there are some consistent categories that are included. The style itself might best be characterized as conservative, with standard fonts such as Times New Roman and Ariel. An example follows this page.

A quick google search on “curriculum vitae” will provide you with much more information on this topic. Here's a couple of websites that might be helpful:

<http://www.careers.ucr.edu/Students/Graduates/CV/index.html>

<http://www.graduate-student.com/journal/fall2002/vitae.html>

<http://psych.hanover.edu/handbook/vita2.html>

I hope this brief comment on “curriculum vitae” is helpful to you—and gives you an incentive to start developing or updating yours now. Examples are also posted on the doctoral program reserve reading site.

BARBARA I. JONES

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EDUCATION

PhD, Anticipated Date of Graduation, May 2004
University at Albany, School of Social Welfare

Dissertation Title: “The Role of Social Work in Pediatric Palliative and End of Life Care-A Mixed Methodology Study”

MSW University at Albany, School of Social Welfare 1993
BA Psychology, University of Albany 1989

CERTIFICATION

Certified Social Worker – New York State 1993

AWARDS

Social Work Leadership Award , Project on Death in America 2002-2004

George Soros Foundation-Open Society Institute
Principal Investigator on \$65,000 grant to study end-of-life care for children with cancer

Commencement Speaker, Keynote Address, MSW Graduation Ceremony
School of Social Welfare- University at Albany 2002

Commencement Reader, MSW Graduation Ceremony 2003

PUBLICATIONS

Invited Contributor, *Journal of Palliative Medicine Special Series on Social Work in End of Life*,

Edited by Grace Christ, PhD, expected publication 2005

“Pediatric Palliative and End-Of-Life Care: Spiritual and Developmental Issues for Children”,
Smith College Studies in Social Work Special Edition on End of Life Care, Volume 78 (1),
Edited by Joan Berzoff, EdD, June 2003

EDITORIAL EXPERIENCE

Editorial Board, *Social Work in End-Of-Life Practice*, Haworth Press, upcoming 2004

Mothers Against Drunk Driving, New York State Office, Albany, NY

9/89-9/93
Defense
Founder and Director, The Empowerment Project, Inc., Safety and Self
for Women and Children, Albany, NY

NATIONAL COMMITTEE POSITIONS:

2002-present Board of Directors, Association of Pediatric Oncology Social Workers
Chair, Legal and Advocacy Committee

2002-present National Alliance for Children with Life Threatening Conditions
Steering Committee Member
Chair, Clinical Models Workgroup

2000-present End of Life Subcommittee; Children's Oncology Group

STATEWIDE COMMITTEE POSITIONS:

2001- present Hospice and Palliative Care Association of New York,
Children's Advisory Group Member

ACADEMIC COMMITTEE POSITIONS:

Co-chair of University of Albany, SSW Doctoral Student Association 2002-
present
Chair, Diversity Committee, MSW Program 1991-1993

NATIONAL CONFERENCE PRESENTATIONS:

Association of Pediatric Oncology Social Workers, May 2004, St. Louis, MO
Pre Conference Institute "The Role of Social Work in Pediatric Palliative Care: An
Empirical Study and Curriculum" (Upcoming)

Children's Oncology Group Spring Meeting 2004
Report of findings on Social Work in Pediatric Palliative Care (Upcoming)

Children's Hospice International 15th World Congress *Completing the Circle of Care*
September, 2003, Washington, D.C. Plenary Session "International Overview of Pediatric
Hospice and Palliative Care-Cultural Issues in the United States of America"

Duke Institute on End of Life Care: Suffer the Children, May 2003, North Carolina
Closing Session Participant: "Tucked in My Heart"

Association of Pediatric Oncology Social Workers, April 2003, Las Vegas, NV
Panel Presentation on Research in End-Of-Life Care: "Tucked in My Heart: Tales from
Pediatric Oncology Social Work"

Family Preservation Institute Annual Conference on Poverty and Vulnerable Families, April 2003, Las Vegas, NV. “Intergenerational Family Violence” presented with Dean Katherine Briar-Lawson

Association for Death Education and Counseling National Conference, March 2003, Cincinnati, OH

“The Role of Social Work in Pediatric Palliative Care: A Qualitative Study”

Association of Pediatric Oncology Social Workers, April 2002, Amelia Island, FL
Panel Presentation, “Research in End-Of-Life Care”

NATIONAL CONFERENCE PRESENTATIONS, continued:

Association for Death Education and Counseling National Conference, April 2000, Charlotte, NC “When Hope Is Transformed: Pediatric Hospice for Children with Cancer”
Poster Presentation: “For Crying Out Loud: Activism as a Tool for Healing Grief and Loss”.

Association of Pediatric Oncology Social Workers, March 2000 , Houston, TX
Poster Presentation: KidMusicMed: Songs That Heal”.

Association for Death Education and Counseling National Conference, March 1999
San Antonio, TX “For Crying Out Loud: Activism as a Tool for Healing Grief and Loss”.

United States Conference on AIDS –National Minority AIDS Council, September 1997
Miami, FL “For Crying Out Loud: Activism as a Tool for Healing Grief and Loss”.

SELECTED LOCAL AND STATEWIDE PRESENTATIONS

Hospice and Palliative Care Association of New York Annual Conference, May 2003
“When Hope is Transformed, Pediatric End-Of-Life Care”

Capital Region Foster Care and Adoption Consortium, May 2003,
“Children: Grief and Loss”

Albany Medical Center, Annual Nurse Teaching Day, 2002
“When Hope is Transformed, Pediatric End-Of-Life Care”

Capital District Bereavement Network	
“Activism as a Tool for Healing Grief and Loss”	2002
“Traumatic Response”	2001
“Children and Grief”	2000

Unified Services, Children’s Clinic	
“Children and Grief”	2000

Fall Institute-Parsons’ Sydney Albert Institute and SUNY Empire State College, Sept. 1997
Albany, NY “Working with Children and Grief”.

Albany County Rape Crisis Center’s 13th Annual Conference-Surviving with the Survivor,
October 1996, Albany, NY “Family Responses to Sudden and Violent Death”

PROFESSIONAL SOCIAL WORK ACTIVITY:

Consultant to Brazil Pediatric Hospice	2002
Invited member, End of Life Curriculum Project , NASW and Life Institute	2002-
present	
Summit on Quality of Life At the End of Life for Children with Cancer	2000
Capital District Bereavement Network	1994-
present	
Capital District Coalition for Crime Victims	1994-1998
Association for Death Education and Counseling, Upstate NY Board	1994-1996
New York State Attorney General’s Crime Victims’ Advisory Board	1996-1997

VOLUNTEER ACTIVITIES

Clinical Advisory Board, Byron House Center for Grieving Children	2003-
present	
Founder and Head Instructor	
Flying Dragons Martial Arts and Meditation for Children Facing Illness	2002-
present	
Double H Hole in the Woods Camp for Children	1998-
2002	
The Women’s Building of the Capital Region, Board Member	1993-1998

AFFILIATIONS

Association of Pediatric Oncology Social Workers

Association for Death Education and Counseling

- Society for Social Work Research
- Council on Social Work Education
- National Association of Social Workers
- National Women’s Martial Arts Federation

PART IV: SCHOOL OF SOCIAL WELFARE FACULTY

Sandra A. Austin, Assistant Professor

M.S.W. (1972) SUNY Buffalo

Ed.D. (2001) University of Massachusetts at Amherst

E-mail: saustin@albany.edu

Telephone: (518) 591-8751

Specialization: Social Welfare Policy and Women, Health Policy and Women

Sandra Austin is interested in social policy and women, health disparities among women of color, and the use of distance education in social work education. Her dissertation research focused on the impact of welfare reform on educational attainment among single parents.

Katharine H. Briar-Lawson, Dean & Professor

M.S.W. (1968) Columbia University

Ph.D. (1976) University of California, Berkeley

E-mail: kbriarlawson@uamail.albany.edu

Telephone: (518) 442-5324

Specialization: Child and family welfare, poverty and unemployment, community collaboration and service integration

Katharine Briar-Lawson is an experienced academic administrator and national expert on family focused practice and child and family policy. Among her books (co-authored) are *Family-Centered Policies & Practices: International Implications* (2001) and (co-edited) *Innovative Practices with Vulnerable Children and Families* (2001). She has recently co-edited two volumes on *Evaluation Research in Child Welfare*, (2002) and *Charting the Impacts of University-Child Welfare Collaboration*, (2003). She has recently co-edited a special issue of *Child Welfare* on Community Building. She is the President of the National Association of Deans and Directors of Schools of Social Work (NADD).

Nancy Claiborne, Associate Professor

Ph.D. (1999) University of Houston, Houston, TX

M.S.W. (1982) University of Southern California, Los Angeles, CA

E-mail: nc@albany.edu

Telephone: (518) 442-5349

Specialization: Human Service Organizational Collaboration, Health and Mental Health

Nancy Claiborne is a management specialist whose research interests include human service organizational functioning and change, as well as teambuilding/collaboration and program evaluation. She is specifically interested in service system design and delivery, including the system facilitators and barriers to innovative services that achieve results. Settings she has researched and facilitated change include child welfare organizations and health systems. She is particularly interested in studying models that attempt to integrate empirically based care and outcomes measurement into services. These interests include investigating the impact of organizational factors on the delivery of services, management system functions, and the adoption of innovation and engagement in teams and collaborations. Her experience includes 17 years as a

clinician, clinical director, community linkage agent, and senior administrator in inpatient and outpatient health and mental health settings.

Anne E. Fortune, Associate Dean and Professor

A.M., Social Work (1975) University of Chicago

Ph.D. (1978) University of Chicago

E-mail: rfortune@albany.edu

Telephone: (518) 442-5322

Specialization: Short-term Treatment and Social Work Education

Anne E. Fortune teaches research and social work practice at the undergraduate and graduate levels. Her research is in the areas of task-centered practice, termination of social work treatment, aging, and field education. She is editor of Task-Centered Practice with Families and Groups (1985), and co-author (with William J. Reid) of Social Work Research (1998). She is past editor of *The Journal of Social Work Education* and current editor of *Social Work Research*.

Jan L. Hagen, Distinguished Teaching Professor

M.S.W. (1972) Washington University

Ph.D. (1982) University of Minnesota

E-mail: hagen@albany.edu

Telephone: (518) 442-5336

Specialization: Social Welfare Policy, Women and Social Policy

Jan Hagen has research interests in public welfare, welfare employment programs, and battered women. Her publications encompass the subjects of welfare employment programs, welfare "reform," income maintenance workers, battered women, and homelessness. She holds a joint appointment in the Public Policy Program and an affiliated appointment in the Department of Women's Studies. In 2003, she received the Presidential Award for Excellence in Social Work Research from the National Association of Social Workers (NASW). Dr. Hagen serves as consulting editor for several social work journals. She has also been active in NASW, including serving on the Association's Blue Ribbon Panel on Economic Security and as President of The New York State Chapter (2000-2002).

Eric Hardiman, Associate Professor

M.S.W. (1993) University of Georgia, Athens

Ph.D. (2001) University of California, Berkeley

E-mail: hardiman@albany.edu

Telephone: (518) 442-5705

Specialization: Mental Health

Eric Hardiman is interested in mental health peer support, consumer-provided mental health services, psychiatric recovery, self-help, mental health service delivery, homelessness and the history of social welfare institutions.

Laura Hopson, Assistant Professor

M.S.S.W. (1998) Columbia University
Ph.D. (2007) University of Texas at Austin
E-mail: lhopson@uamail.albany.edu
Telephone: (518) 591-8787

Specialization: Drug abuse prevention, HIV prevention, school-based social work services, solution-focused brief therapy.

Laura Hopson's research interests are school-based drug prevention interventions, school-based HIV prevention interventions, culture factors affecting prevention, and adaptation and dissemination of evidence-based practices.

Heather Horton, Assistant Professor

M.S. (1991) University of Arizona
A.M. (2000) University of Chicago
Ph.D. (2005) University of Chicago
E-mail: horton@uamail.albany.edu
Telephone: (518) 442-5331

Specialization: Mental health, schizophrenia, deafness.

Heather Horton's research centers on cognition and schizophrenia. She studies how neurocognitive factors, such as attention and memory and social-cognitive factors, such as facial affect processing and theory of mind, influence adaptive outcomes among people with serious mental illness. She is also interested in issues related to language and thought in the context of a dependence on visual-spatial information and linguistic processing.

Lani Jones, Associate Professor

M.S.W. (1992) Boston College
Ph.D. (2000) Boston College
E-mail: ljones@albany.edu
Telephone: (518) 442-5167

Specialization: Evidenced Based Practice, Psychosocial Competence, Group Work and Mental Health in Urban Communities

Lani V. Jones has research interest in the area of evidenced based practice with a focus on Psychosocial competence, group work and positive mental health outcomes with families and their children in communities. Her current research projects entail: an evaluation of a culturally, specific group intervention aimed at enhancing Psychosocial competence among Black women and; the exploration of factors that contribute to the achievement of Psychosocial competence among Black women with psychiatric disabilities who utilize peer support services in mental health settings.

Shirley J. Jones, Distinguished Service Professor

M.A., Education (1954) New York University

M.S.W. (1964) New York University

D.S.W. (1977) Columbia University

E-mail: sjones@albany.edu

Telephone: (518) 442-5330

Specialization: Planning, Policy, Group Work, and Community Organization

Shirley Jones' interests include housing policy, rural social work, minorities, and community organization. She is editor of Sociocultural and Service Issues Working with Rural Clients (Rockefeller College Press, 1992), and she has written two papers for the United Nations on housing policy and several papers on the needs of rural families and the role of women and minorities in development. She is presently looking at rural economic development and its implications for social work.

Heather Larkin, Assistant Professor

M.S.W. (1994) Boston University

Ph.D. (2006) The Catholic University of America

E-mail: hlarkin@albany.edu

Telephone: (518) 591-8779

Specialization: substance abuse, impact of adverse childhood experiences, aging, meditation interventions, integrative service system responses, Integral Restorative Processes (IRP)

Heather Larkin's research focus is on integrated service system responses to the complex issues associated with substance abuse, aging, and adverse childhood experiences. She has begun to explore factors contributing to increasingly integrated systems, and plans to conduct research evaluating whether more highly integrated human service agencies lead to better outcomes. Heather specializes in Integral Restorative Processes (IRP), a model designed to guide both clinical and macro interventions, including those serving society's most disadvantaged populations, and has written about the application of Integral Theory in social work. She plans to evaluate IRP interventions with various disadvantaged population groups.

Catherine K. Lawrence, Assistant Research Professor

M.S.W. (1997) University at Albany

Ph.D. (2003) University at Albany

E-mail: CLawrence@albany.edu

Telephone: (518) 437-3692

Specialization: Social Welfare Policy, Poverty and Disparity, Cultural Competency, Mixed Methods Research Design

Catherine Lawrence is a poverty researcher with a social justice framework for scholarship. She is interested in the distribution of social goods and the causes and consequences of inequitable distribution. Her work has focused on U.S. income maintenance policy and changes to economic support for families with children since passage of the 1996 welfare legislation. This research includes exploration of the family formation and sexual reproduction agenda in the Personal Responsibility Act of 1996 and the subsequent marriage initiatives of the Bush Administration.

She currently directs a Children's Bureau Training grant project to develop training for culturally competency family-centered child welfare practice. Dr. Lawrence's research perspective reflects a pragmatic approach to social science. She is committed to exploring useful ways to apply mixed methodologies to research questions when appropriate.

Hal A. Lawson, Professor

M.A. (1967) University of Michigan

Ph.D. (1969) University of Michigan

E-mail: hlawson@albany.edu

Telephone: (518) 442-5355 or (518) 442-5088

Specialization: School-Family-Community Partnerships, Child Welfare, and Inter-professional Collaboration

Hal Lawson works with school-family-community university partnerships in the United States as well as in other nations. This work encompasses school reform and systems reform in child welfare, and it involves interdisciplinary collaboration, action science, and action learning..

For more information click here: <http://www.albany.edu/~hlawson>

Eunju Lee, Assistant Research Professor and Research Scientist

M.A. (1990) University at Albany

Certificate (1997) Women and Public Policy, University at Albany

Ph.D. (2003) University at Albany

E-mail: eunjulee@pdp.albany.edu

Telephone: (518) 442-5773

Specialization: Child Welfare, Immigration, and Program Evaluation

Eunju Lee received her bachelor's degree from Ewha Women's University in Korea and studied issues related to gender equity, family policy, race and ethnicity, and immigrant adaptation in the Sociology department of the University at Albany. Since 1999 Dr. Lee has been conducting evaluations of programs and policies related to child welfare with the Center for Human Services Research using both qualitative and quantitative methods. Currently, Dr. Lee's research focuses primarily on two funded projects: A randomized trial of the effectiveness of a child abuse prevention program and a process and outcome evaluation study of the collocation program to address parental substance abuse in the child welfare system.

Barry Loneck, Associate Professor

M.S.S.A., Social Work (1978), Case Western Reserve University

Ph.D. (1985) Case Western Reserve University

E-mail: loneck@albany.edu

Telephone: (518) 442-5340

Specialization: Alcohol and Drug Dependence Treatment, Mental Health Treatment

Barry Loneck conducts research on therapeutic process in alcohol and drug treatment, as well as mental health treatment, with a primary focus on engaging and retaining clients in needed

services. He has examined the effectiveness of the Johnson Intervention in outpatient alcohol and other drug treatment and was a National Association of State Mental Health Program Directors' (NASMHPD) Research Fellow from 1991 to 1993. As part of the Fellowship, he has been studying therapeutic process of dual diagnosed clients in psychiatric emergency rooms through the New York State Office of Mental Health. Current plans include adapting the Intervention for substance abusers with a co-occurring mental illness as well as substance abusing parents involved in the child welfare system. Before coming to SUNY-Albany, he served as a clinician for eight years in a chemical dependency rehabilitation center in Ohio.

Philip McCallion, Professor and Director of the Center for Excellence in Aging Services.

M.S.W. (1981) University at Albany, State University of New York

Ph.D. (1993) University at Albany, State University of New York

E-mail: mcclion@albany.edu

Telephone: (518) 442-5347

Specialization: Aging and Developmental Disabilities

Dr. McCallion's research falls into three areas:

Philip McCallion, Ph.D. ACSW is Professor in the School of Social Welfare at the University at Albany, a Hartford Geriatric Social Work Faculty Scholar and Mentor and is Director of the Institute for Social Services Research and Development. Within the newly formed institute Dr. McCallion directs the Center for Excellence in Aging Services and the NIDA-funded Child Welfare, Drug Abuse and Intergenerational Risk Research Center.

Dr. McCallion's research is focused on caregiving issues, particularly the interaction of informal care with formal services, collaboration across service systems, and the experiences of multi-cultural families. His work has included evaluation of non-pharmacological interventions for persons with dementia, the development of innovative demonstration projects designed to maintain aging persons with intellectual disabilities in the community and system design work on creating aging prepared communities.

Dr. McCallion's research has been supported by grants and awards from the National Institute on Drug Abuse, the U.S. Administration on Aging, the John A. Hartford Foundation, the Joseph P. Kennedy Jr., Foundation, the Alzheimer's Association, the Agency for Health Quality Research, the Health Research Board of Ireland, the Irish Hospice Foundation and New York State's Department of Health, Office for the Aging, Office for Children and Family Services and Developmental Disabilities Planning Council.

Dr. McCallion has over 70 publications on interventions with caregivers of frail elderly, persons with Alzheimer's disease, and persons with intellectual/developmental disabilities. He is co-editor of Grandparents as carers of children with disabilities: Facing the challenges, co-author of Maintaining Communication with Persons with Dementia and has produced videotape and cd-rom based training and self instructional materials on Intellectual Disabilities and Dementia and on End of Life Care for Persons with Intellectual Disabilities. Dr. McCallion has also written on management issues for the providers of human services. He is co-editor of Total Quality Management in the Social Services: Theory and Practice.

Mary McCarthy, Lecturer, Director Social Work Education Consortium, Assistant Dean for School Advancement

M.S.W. (1982) University at Albany, State University of New York

Ph.D. (2003) Memorial University of Newfoundland

E-mail: mccarthy@albany.edu

Telephone: (518) 442-5338

Specialization: Child Welfare and Political Social Work

Mary McCarthy's practice experience as a caseworker and administrator in child welfare and education frames her interest in public policy for children, families, and oppressed groups.

The Social Work Education Consortium is a partnership between the New York State Deans of Schools of Social Work, the County Child Welfare systems and the NYS Office of Children and Family Services. The Consortium is working on professionalization and stabilization initiatives for the public sector workforce. This involves funding to support interagency collaboration, community development and the education and training of child welfare practitioners. She was the NASW Northeast Division 1992 Social Worker of the year.

LuAnn McCormick, Ph.D., Assistant Research Professor and Senior Research Scientist

M.S.W. (1989) University at Albany

Ph.D. (1998) University at Albany

E-mail: lmccormick@uamail.albany.edu

Telephone: 518-442-5731

Specialization: Children's Mental Health, Qualitative Research Methods.

LuAnn McCormick has conducted program evaluations in many areas of the health and human services field, including children's and adult mental health, maternal and child health, HIV/AIDS, family homelessness, traumatic brain injury, and women's health. Dr. McCormick is Principal Investigator and the Evaluation Team Leader for the Albany County System of Care for Children's Mental Health, part of a national program funded by SAMHSA. Other recent research projects have included an evaluation of a federal Children's Bureau project to train New York State child welfare workers on culturally competent, family centered practice; the implementation of NYS OCFS Integrated County Planning; and an evaluation of NYS Family Resource Centers. Dr. McCormick is dedicated to bringing the authentic voice of families and youth into all aspects of program and policy development and implementation.

Robert L. Miller, Jr., Associate Professor

M.S.W. (1994) University of Pennsylvania

M.Phil. (1998) Columbia University

Ph.D. (2000) Columbia University

E-mail: rmiller@albany.edu

Telephone: (518) 442-5374

(Continued next page)

Specialization: HIV disease in African American populations; spirituality and social work practice, policy and research; faith-based health promotion and disease prevention collaboration.

Robert L. Miller, Jr., explores the intersection of spirituality, social welfare and public health. He

has examined the meaning and utility of spirituality in the lives of African American gay men living with AIDS. He is currently exploring the decision making process of African American Clergy in HIV prevention efforts within their congregations; coping strategies for African American women over 50 living with AIDS; and health promotion and disease prevention collaboration efforts between faith-based institutions and health related community-based organizations.

Dr. Miller teaches Micro Practice One and Two; Cultural Diversity in Social Work; and Spirituality and Social Work Practice.

Dr. Miller is an active participant in the US - Africa Partnership for Building Stronger Communities.

Toni Naccarato, Assistant Professor

M.S.W. (1994) San Jose State University

Ph.D. (2005) University of California, Berkeley

Email: tnaccarato@uamail.albany.edu

Telephone: (518) 591-8788

Specialization: Child welfare, economics and social policy with emphasis on analysis and reform

Toni Naccarato's research focuses on emancipation, welfare, and human capital accumulation of adolescents; social and economic policies and reforms; and, research methods for increasing social and political changes in the Social Work arena. Dr. Naccarato has direct practice experiences in California and New York, and applied research experiences at the policy level in Georgia, California, New York and Washington, DC. Dr. Naccarato is currently collaborating with the New York State Office of Children and Family Services, to better integrate research and data management emphasizing child welfare practitioners.

Loretta Pyles, Assistant Professor

M.A. in Philosophy (1994) University of Kansas

Ph.D. (2005) University of Kansas

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Specialization: Economic Justice, Gender-based Violence, Disaster and Social Inequality, Community Organizing

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