

# **School of Social Welfare**

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



## **PH.D. PROGRAM HANDBOOK**

**August 2008**

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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 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 and boasts a faculty ranked second nationally in per capita scholarly publications (*Journal of Social Work Education*, Spring/Summer 2002) (Rev. 7/08). Most recently, the University at Albany's School of Social Welfare ranked 12<sup>th</sup> in social work schools nationwide (*U.S. News & World Report*, 2009 Edition) moving 7 places from the last ranking.

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. In addition to e-mail, the faculty mailboxes are a good way to leave messages for faculty. There is a Ph.D. student mailbox in this room as well where mail that is received in the SSW for students or forms, notices, etc. will be placed. You should check this box periodically for any mail you may have received.

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](http://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. (Rev. 8/08)

Computer Use As of June 17, 2008, the Draper Computing Lab (Public User Room) in DR 09B was closed permanently. 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. The computers in Draper 09B have been moved to the Dewey Graduate Library. 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 12 for this purpose. (rev. 7/08)

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](http://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. 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.

Students may change advisors by having the desired new advisor sign a "Permission to Change Academic Advisor Form," which is available online and from the Ph.D. Program Office. This form should be returned to the Ph.D. Program Office. Once students progress in the program, it is customary to seek an advisor within their area of interest, who may become a dissertation committee chair. (Rev. 8/08)

## **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/gradstudies/>. A hard copy of the Bulletin is also available in the Assistant Dean of Academic Programs' Office (RI 118). 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          | <a href="http://www.albany.edu/ssw/">http://www.albany.edu/ssw/</a>   |
| SSW Ph.D. Program                 | <a href="http://www.albany.edu/ssw/academic/phd-tour/index.html">http://www.albany.edu/ssw/academic/phd-tour/index.html</a>   |
| UAlbany Doctoral Regulations      | <a href="http://www.albany.edu/grad/requirements_general_admissions.html#policies_doctoral_dissertation">http://www.albany.edu/grad/requirements_general_admissions.html#policies_doctoral_dissertation</a> |
| UAlbany Libraries                 | <a href="http://library.albany.edu/">http://library.albany.edu/</a>   |
| APA format                        | <a href="http://library.albany.edu/usered/cite/apa.pdf">http://library.albany.edu/usered/cite/apa.pdf</a>   |
| Know what plagiarism is           | <a href="http://library.albany.edu/usered/plagiarism/index.html">http://library.albany.edu/usered/plagiarism/index.html</a>   |
| UAlbany library tutorials on-line | <a href="http://library.albany.edu/usered/tutorials.html">http://library.albany.edu/usered/tutorials.html</a>   |
| Human Subjects in Research        | <a href="http://www.albany.edu/research/compliance/IRB.htm">http://www.albany.edu/research/compliance/IRB.htm</a>   |
| Graduate Academic Office          | <a href="http://www.albany.edu/gradstudies/index.shtml">http://www.albany.edu/gradstudies/index.shtml</a>   |

### Other Sites of Interest

|   |   |
|---|---|
| Council on Social Work Education (CSWE)                               | <a href="http://www.cswe.org/">http://www.cswe.org/</a>                   |
| Institute for the Advancement of Social Work Research (IASWR)         | <a href="http://www.iaswresearch.org/">http://www.iaswresearch.org/</a>   |
| National Association of Social Workers (NASW)                         | <a href="http://www.socialworkers.org/">http://www.socialworkers.org/</a> |
| Society for Social Work and Research (SSWR)                           | <a href="http://www.sswr.org/">http://www.sswr.org/</a>                   |
| Group for the Advancement of Doctoral Education in Social Work (GADE) | <a href="http://www.gadephd.org">http://www.gadephd.org</a>               |

## NEED PROGRAM INFORMATION?

|   |   |
|---|---|
| SSW Ph.D. Program Website & Doctoral Forms online | <a href="http://www.albany.edu/ssw/aprograms/phd/index.html">http://www.albany.edu/ssw/aprograms/phd/index.html</a> |
| Ph.D. Program Assistant                           | Linda Healey 442-5339; <a href="mailto:phdssw@albany.edu">phdssw@albany.edu</a>                                     |
| SSW Help Desk                                     | 442-5320; <a href="mailto:sswhelp@albany.edu">sswhelp@albany.edu</a>  |
| Financial Information                             | Dean's office, 442-4161   |
| Chair, Ph.D. Program                              | Carolyn Smith, 442-5341; <a href="mailto:csmith@albany.edu">csmith@albany.edu</a>                                   |
| 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.
- 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 two semesters need not be consecutive; the residency requirement must be met within four years after matriculation.

### **Statute of Limitations**

- Students have eight years to complete the degree from the time of matriculation.

| PHASE I<br>Courses  | PHASE II<br>Other   | PHASE III<br>Candidacy  |
|---|---|---|
| <p>36 credits<br/>Min. 3 credits per semester;<br/>GA: 9 credits per semester<br/>Residency Requirement: 2 semesters of 9 credits<br/>Statute of Limitation – 8 yrs.</p> <p><b>Proseminars (12)</b><br/>SSW 823 Practice Theory (3)<br/>SSW 826 Policy (3)<br/>SSW 862 Research (3)<br/>SSW 863 Advanced Methods (3)</p> <p><b>Statistics (8)*</b><br/>SSW 679 (4)<br/>SSW 687 (4)<br/>*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><b>Advanced Statistics (3)**</b><br/>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.<br/><b>**For Students entering the Program in Fall 2005 forward</b></p> <p><b>Advanced Research (3)**</b><br/>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.<br/><b>** For Students entering the Program in Fall 2005 forward</b></p> <p><b>Electives</b><br/>The remaining credits may be fulfilled by taking graduate courses offered within the SSW or University relevant to student’s program of study.<br/>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.<br/>Students may apply two 3-credit internships toward the 36 credits required for graduation.<br/>With approval, students may apply up to three credits of graduate study from another university toward the 36 credits required for graduation.</p> <p><b>NOTE:</b> 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><b>Computer Proficiency</b><br/>The language or computer proficiency requirement is usually fulfilled by successfully completing SSW 679 and SSW 687.</p> <p><b>Predissertation Research Requirement***</b><br/><b>***For Students entering the program in Spring 2002 forward</b></p> <p><b>Set up Doctoral Committee at this time.</b></p> <p><b>Qualifying Exams</b><br/>3 written exams<br/>(Research, Practice and Policy)</p> <p><b>Essay 20-25 Pages</b><br/>Substantive Area<br/>Literature Review</p> | <p><b>May now register for dissertation credits (1)</b></p> <p><b>Dissertation Proposal</b><br/>1. Literature Review<br/>2. Methods</p> <p><b>Proposal Defense</b></p> <p><b>Dissertation Defense</b></p> |

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

## 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

|     |     |                            |                |
|-----|-----|----------------------------|----------------|
| SSW | 899 | Completion of Dissertation | *Credit varies |
|-----|-----|----------------------------|----------------|

\* For students admitted fall 2005 semester and beyond.

\*\* See Section on Statistics

**MODEL PROGRAM II****Ph.D. PROGRAM****Full-time Study For Students without Assistantships****First Semester**

|     |     |                                   |      |
|-----|-----|-----------------------------------|------|
| SSW | 823 | Social Work Practice Theory       | (3)  |
| SSW | 862 | Social Welfare Research           | (3)  |
| SSW | 679 | Statistics and Data Analysis I ** | (4)  |
| —   | —   | Elective                          | (3)  |
|     |     | Total                             | (13) |

**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)  |
| —   | —   | Elective   | (3)  |
|     |     | Total  | (13) |

**Third Semester**

|   |   |                         |      |
|---|---|-------------------------|------|
| — | — | Advanced Data Analysis* | (3)  |
| — | — | Advanced Research*      | (3)  |
| — | — | Elective                | (3)  |
| — | — | Elective                | (3)  |
|   |   | Total                   | (12) |

**Fourth Semester and Beyond**

|     |     |                            |                |
|-----|-----|----------------------------|----------------|
| SSW | 899 | Completion of Dissertation | *Credit varies |
|-----|-----|----------------------------|----------------|

\* For students admitted fall 2005 semester and beyond.

\*\*See Section on Statistics

**MODEL PROGRAM III****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**

|     |     |                            |                |
|-----|-----|----------------------------|----------------|
| SSW | 899 | Completion of Dissertation | *Credit varies |
|-----|-----|----------------------------|----------------|

\* For students admitted fall 2005 semester and beyond.

\*\*See Section on Statistics

## **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.

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.

Additionally, the program promotes interdisciplinary study by encouraging course work in other schools and departments, such as criminal justice, economics, education, psychology, public affairs, public health, and sociology.

## **Curriculum**

The curriculum is designed to accomplish three objectives:

- To enable students to acquire a core of advanced knowledge of social work practice theory, social policy, research methods, and statistics,
- To permit students to obtain specialized knowledge in areas of their own choosing, and

- To facilitate the contribution of students to knowledge-building and education in social work and social welfare.

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. Students have four years after matriculation to complete the residency requirement and eight years to complete the degree.

Students who do not have the 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 place-out examinations.

Required courses include four proseminars and two foundation statistics courses. Students with the M.S.W. must also take two courses outside the School of Social Welfare, which along with electives and optional internships in teaching, practice, and research, enable students to develop further their own individualized interests. 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.

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 students 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 in Fall 2005.

## **Language or Computer Proficiency**

Students must also show proficiency in computer skills or a foreign language. These requirements may be demonstrated in any of the following ways.

### **1) Successful completion of courses SSW 679 and SSW 687**

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

### **2) 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 been approved:

EPI 514 Computer Programming and Data Management (3)

CPY 720 Computer Applications in Counseling Psychology (3)

### **3) 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.

### **4) 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.

### **5) 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 the student's 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.

## **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.

## **Courses Outside of the School**

Students are encouraged to enroll in substantive courses outside the School to achieve specific learning objectives and to acquire new perspectives that bear upon their developing knowledge of social work and social welfare. A minimum of six credit hours (exclusive of the required statistics courses) must be taken outside the School. Students whose master's degree is in a field other than social work are not required to take courses outside the School of Social Welfare. Students may receive credit for any graduate course in the University for which they have received prior approval from their adviser. Of the 36 credits of graduate study required beyond the master's degree, no more than three credits may be earned at another University. (An exception is made for statistics courses, see Statistics.) 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.

## **Qualifying Examinations**

The qualifying examinations covers subjects defined generally by the content of the required proseminars and are intended to measure the students' mastery of that content. Examination questions are drawn from a reading list compiled from the proseminar bibliographies. The examinations normally take place the Wednesday, Thursday and Friday of the week preceding the Fall semester and on 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 given in each of the following subjects: 1) Social Policy; 2) Research; and 3) Social Work Practice. Examinations are graded pass/fail. Students must pass all three examinations. All three exams must be passed before the student moves to defending the dissertation proposal.

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.

## **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 will give the student research experience and will provide an opportunity to conduct independent research. This requirement will help focus the student's individualized study, will result in higher quality dissertations, and will give 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 existing data set, or 3) work with a faculty member on an aspect of the faculty's research (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 prior research experience and writing. A note detailing reasons for the waiver should be placed in the student's folder.

### ***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 prior to entering the program. The competencies can be met through either quantitative or qualitative studies. However, it is recognized that the pre-dissertation project is a pilot research study and that the competencies must be seen in that light.

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.

## **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.

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.

Students submit a brief prospectus stating the purpose and scope of the essay for review and approval by their Doctoral Committee, usually after successfully completing the qualifying examination. Once the prospectus has been approved, students have 15 weeks to complete the essay. In completing the essay, the student is encouraged to consult with his or her chair or submit a draft of the essay to the chair or other committee members for their reactions.

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.

## **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.

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

## **Dissertation**

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 during their first year of study.

The development of a formal dissertation proposal and the bulk of the student's dissertation research generally takes place at some point following successful completion of the qualifying examination.

## **Doctoral Committee**

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 three-person 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 three-person 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.

## **Forming a Committee**

The student normally begins to form a Doctoral Committee after successfully completing the Qualifying Examination. 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 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.

## **Proposal Defense**

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 (nonvoting), from in or outside the school, may be added to the committee. Approval of the proposal will be by consensus.

## **Criteria of Approval of Dissertation Topics**

In considering proposed dissertation topics, attention is given to the following three criteria:

1. 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.
2. 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.
3. 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.

## **Dissertation Proposal**

The dissertation proposal shall include statement of problem, research questions or hypotheses, study rationale or justification, literature review, description of methodology, subject cooperation and human subjects 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 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.

## **Dissertation Process**

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.

## **Dissertation Credit**

Students may enroll for 1 dissertation credit 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.

## **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?

## **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. 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 three 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.

## **Guidelines for Defense**

### *Dissertation Defense and Notices*

You **must** be in candidacy at least a semester before submitting the final approved dissertation. (Continue this University policy per Jan Hagen, 9/12/06).

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 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. Students are responsible for ordering audio-visual equipment needed during the defense.

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 and on the PhD Distribution List.

## **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 checklist (page 2-4) 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.

## PART III: FREQUENTLY ASKED QUESTIONS

### **FAQ: Completing the Language or Computer Proficiency Requirement**

#### *What is this requirement about?*

Doctoral students are required to demonstrate skills in either a foreign language or in doing data analysis using various computer programs. These skills are regarded as a necessary component to conducting scholarly research.

#### *I am proficient in another language. May I use that to meet this requirement?*

Yes, proficiency in another language **that is relevant to your area of scholarship** may be used to meet this requirement. You certify your proficiency in another language by submitting a letter signed by an official of a foreign language department of an accredited university certifying that you have reading facility in the language.

#### *If you prefer to meet this requirement by demonstrating computer proficiency, you may use one of several options.*

*The first option is to fulfill the requirement by taking existing courses.* Most students fulfill this requirement by successful completion of SSW 679 and SSW 687, which also meet the foundation statistics requirements. Learning a standard computer program and practice in its application has been built into these courses.

You may also meet this requirement by satisfactory completion of 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 been approved as meeting this requirement: EPI 514 Computer Programming and Data Management (3) and CPY 720 Computer Applications in Counseling Psychology (3).

*The second option is to have a full-time faculty member certify your ability in this area.* For example, the faculty member may give you a set of raw data and you demonstrate your ability to do data entry and to write and run a series of statistical procedures using a social science statistical package. Another approach is for you to have an oral examination by a full-time faculty member based on a sample of the student's computer work. The student explains procedures used and answers questions relating to these procedures. In both instances, the faculty member needs to prepare a memo documenting your abilities in this area. This signed memo is to be submitted to the Ph.D. Program Office.

## **FAQ: SSW 854: Doctoral Internship (3 Credits)**

### ***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 TOEFL 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: SSW 888: General Readings**

### ***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 to prepare for the qualifying exams, including the essay, for the doctorate in social welfare.

### ***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 studies, no grades are submitted for this course. Rather, the “grading” is noted as “load-only.”

### ***What if I don't want to take SSW 888?***

No student is required to take SSW 888. Students who have completed their required courses are encouraged to continue building their substantive expertise through additional courses with the School of Social Welfare and the University. Students who have been admitted to candidacy enroll in SSW 899, which is also a load-only course.

## **FAQ: Pre-dissertation Research Requirement**

The School of Social Welfare added a predissertation research requirement for all Ph.D. students, effective with the Spring 2002 entering class. The predissertation research requirement is intended to provide students with direct, hands-on experience in conducting research. The requirement is met by the production of a paper (10-15 pages) 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. The student is responsible for submitting the signed form to the Ph.D. Program Office.

### **What's the rationale for this requirement?**

Doctoral students need research experience in order to complete high quality dissertations. The predissertation research requirement is designed to give the student direct, hands-on research experience and to provide an opportunity to conduct independent research.

### **How is this requirement being implemented?**

This requirement is 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 predissertation requirement.

It is highly desirable for students to use the requirement in ways that 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 existing data set, or 3) work with a faculty member on an aspect of the faculty's research (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 predissertation research requirement is not a duplication of the essay or the dissertation.

### **May this requirement be waived?**

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 prior research experience and writing. A note detailing reasons for the waiver should be placed in the student's folder.

### **What competencies are to be demonstrated through this requirement?**

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 prior to entering the program. The competencies can be met through either quantitative or qualitative studies. However, it is recognized that the predissertation project is a pilot research study and that the competencies must be seen in that light.

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.

## **FAQ: Doctoral Essay**

### ***What is it?***

The doctoral essay, a 20-25 page paper of publishable quality, is considered part of the qualifying examination. Through the essay, the student demonstrates mastery of knowledge in a substantive area of interest. It is, in essence, a literature review in the area of student interest. The essay is intended to serve three main purposes:

- 1) to further the student's potential for scholarly work,
- 2) to move the student 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.

It is highly desirable for students to use the essay in ways that advance their dissertation research. The paper should exhibit the students' mastery of knowledge in their selected area and 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 that follow from the literature review. Ideally the questions should include those that are relevant to the student's dissertation. Students are responsible for providing all committee members with the essay. Hard copies are usually preferred.

### ***How do I get started on the essay?***

Students submit a brief prospectus stating the purpose and scope of the essay for review and approval by their Doctoral Committee, usually after successfully completing the qualifying examination.

### ***What's a prospectus?***

The prospectus is a narrative description (2-3 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.

***Timeframe for completion***

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.**

***How does it relate to the dissertation?***

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.**

***How is it evaluated?***

The essay is graded satisfactory/unsatisfactory by members of the Doctoral 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.

***At this point, I need a Doctoral Committee. How do I go about getting one?  
(see next page)***

## **FAQ: Doctoral Committee**

### ***How do I form a Doctoral Committee?***

The student normally begins to form a Doctoral Committee after successfully completing the Qualifying Examination. 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.

### ***What does a Doctoral Committee do?***

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 three-person 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 three-person 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.

## **FAQ: Admission To Candidacy**

### **What are dissertation credits and when do I take them?**

To be eligible to enroll for dissertation credit (SSW 899), students must have been admitted to candidacy. Once admitted to candidacy, students need to register for only one dissertation credit (SSW 899) each semester to maintain continuous registration while working on 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 research tool requirement;
3. Satisfactory completion of the predissertation research requirements;
4. Satisfactory completion of the qualifying examination;
5. Satisfactory completion of the doctoral essay; and
6. Completion of residency requirements.

## **FAQ: The Dissertation Topic and Proposal**

### **Dissertation Topic**

In considering proposed dissertation topics, attention is given to the following three criteria:

1. 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.
2. 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.
3. 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.

### **Dissertation Proposal**

The proposal shall include a statement of problem, research questions or hypotheses, study rationale or justification, literature review, description of methodology, subject cooperation and human subjects issues, analysis plan, potential applications, and relevance to social welfare and social work. The doctoral essay (or portions thereof) that may provide a review of literature, elaboration of problems, etc., can be included in or appended to the proposal. Students are responsible for providing all committee members with copies of all dissertation proposal materials. Hard copies are usually preferred by committee members.

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.

## **Proposal Defense**

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 good 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.

## FAQ: Completing the Dissertation

### Dissertation Process

Students will usually work primarily with the chair of the Doctoral Committee in conducting the research and writing their dissertation. 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 on-going evaluation of the candidate's work at those points of completion which in the chair's judgment, require evaluation. Serious objections or concerns should be raised and communicated to the candidate in the early stages of research, if possible.

### Dissertation Credit

Students may enroll for 1 dissertation credit 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.

### 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 one 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?

## **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. 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 three 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.

## **Guidelines for Defense**

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. 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.
3. 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. Students are responsible for ordering audio-visual equipment needed during the 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.

### **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.

**BARBARA I. JONES**

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Albany NY 12208  
(518) 482-4995

[Barbaraj682@aol.com](mailto:Barbaraj682@aol.com)

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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

Consulting Editor, *Decision Cases on Death and Dying in Social Work Practice*, Edited by Terry Wolfer, PhD, upcoming Manuscript Reviewer; *Journal of Psychosocial Oncology Cancer Practice*

### **ACADEMIC EXPERIENCE**

9/98-present      *Adjunct Instructor, University at Albany Graduate School of Social Welfare*

“Social Work Interventions in Grief and Loss”

9/02-present      Field Instructor, Direct Practice and Social Work Leadership  
University at Albany, School of Social Welfare

3/03-present      Clinical Instructor of Pediatrics  
Albany Medical College

1/01-present      Adjunct Professor, Maria College Bereavement Certificate Program  
“Children and Grief”

9/01- present      Adjunct Professor, Russell Sage College, Occupational Therapy  
Program, “Expressive Arts in Pediatrics”

### **PROFESSIONAL EXPERIENCE**

5/03-present      Director of Pediatric Programs  
Project Director- Sesame Street Educational Outreach Project, *Talking with Children About Life Threatening Conditions*  
Center for Advanced Illness Coordinated Care, Albany, NY

3/03 –present      Consultant, Rensselaer County Department of Social Services-  
Division of Children and Families, Troy, NY

2/98-3/03      Senior Clinical Social Worker  
Division of Pediatric Hematology/Oncology  
Albany Medical Center

7/96-2/98      Coordinator, Northeastern New York HIV Care Network  
Council of Community Services of New York State, Inc.

5/95-5/98  
Group      Group Facilitator and Program Coordinator, Children’s Bereavement  
Community Hospice, Troy, NY



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 13<sup>th</sup> 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<br>present | 2002-     |
| Summit on Quality of Life At the End of Life for Children with Cancer               | 2000      |
| Capital District Bereavement Network<br>present                                     | 1994-     |
| 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<br>present                                     | 2003-     |
| Founder and Head Instructor<br>Flying Dragons Martial Arts and Meditation for Children Facing Illness<br>present | 2002-     |
| Double H Hole in the Woods Camp for Children<br>2002   | 1998-     |
| 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

## **FAQ: What's with the 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 3-3)** 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 by Mary Corrigan, Assistant Dean 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.

## **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.

## 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

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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**

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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

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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**

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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

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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**

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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  
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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**

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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, Assistant Professor**

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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**

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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**

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

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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**

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**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**

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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**

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

Ph.D. (2003) University at Albany

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**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.

**Cathleen Lewandowski, Associate Professor and Director  
Center for Human Services Research**

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Specialization: Cathleen Lewandowski is interested in evaluative and intervention research that examines the impact of social welfare services on children and families, especially from an interdisciplinary perspective.

Her recent research has focused on drug treatment outcomes for women who are receiving child welfare, welfare, and drug treatment services. She has also studied the needs of social workers who work in public agencies, such as child welfare. Dr. Lewandowski teaches in the area of social work practice in the field of chemical dependency.

**Barry Loneck, Associate Professor**

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Ph.D. (1985) Case Western Reserve University

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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.**

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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

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**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**

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**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

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Ph.D. (2000) Columbia University

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(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**

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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**

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Specialization: Community organizing and advocacy; Gender-based violence and poverty; Economic and social justice; Disaster and social inequity

Loretta Pyles's research centers on strategies of resistance to oppression by individuals, groups and communities. She has studied the resource generating strategies of women survivors of gender-based violence as well as the community organizing and development activities of community groups in post-Katrina New Orleans. As the director of the university-wide Community and Public Service Program, she focuses on inquiring into the ability of university-community partnerships to attain social justice outcomes.

**Blanca Ramos, Associate Professor**

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Specialization: Social Work Practice, Mental Health, Cultural Diversity, Cross-Culture Social Work and Immigrants

Blanca Ramos' scholarly interests are centered on cross-cultural social work, gerontology, and domestic violence with a focus on US Latinos. Dr. Ramos holds an affiliate appointment in the Department of Latin American and Caribbean Studies. She teaches courses on clinical social work, diversity, immigrants, Hispanic cultures in the U.S., and research in Latino communities. Her international work includes partnership building with higher education institutions and communities and with the national association of social workers in Peru. Dr. Ramos serves on a variety of local, regional, and national boards and commissions and has extensive experience as a practitioner and community organizer. Blanca Ramos is past First Vice President of the National Association of Social Workers (NASW) and has served in the National Board of the Institute for the Advancement of Social Work Research. She is a current member of the editorial board of Social Work and the NASW National Committee on Inquiry. She is originally from Lima, Peru.

**William Roth, Associate Professor**

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Specialization: Public and Social Policy and Disability Studies

William Roth has research interests that include disability, children, and critical social policy. He was the recipient of a grant by the Federal Department of Educators for his work on computer access for people with disabilities. His most recent books include *The Assault on Social Policy* (Columbia University Press, 2002) and with Katharine Briar-Lawson, *Globalization, Social Justice and The Human Services* (SUNY Press, 2006).

**Brenda D. Smith, Associate Professor**

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Specialization: Child Welfare Policy and Services; Women and Social Policy

Brenda Smith's research centers on service delivery in the child welfare system. She studies how organizational factors affect child welfare practices, and how practices, in turn, affect service outcomes, Especially foster care placement outcomes. She is interested in the response of the child welfare system to parental substance use, and in the experiences of biological parents in the child welfare system.

**Carolyn Smith, Professor and  
Chair, Ph.D. Program in Social Welfare**

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Specialization: Delinquency and high risk youth; child maltreatment an family violence.

Carolyn Smith's primary research and publications are in the family etiology of delinquency and other problem behaviors. She is an investigator on the Rochester Youth Development Study, a national longitudinal and intergenerational study of delinquency. She is currently on the editorial board as Social Work Research. She has had fifteen years international practice experience in child and family mental health and delinquency prevention. Dr. Smith teaches in the areas of child and adolescent behavior, and practice effectiveness, including practice with involuntary clients.

**Theodore J. Stein, Professor**

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Specialization: Child Welfare

Theodore Stein's research and scholarship focuses on child welfare, child welfare and the law, the implementation of public policy, and reform of social service systems. He is the author of Child Welfare and the Law, 2nd Ed (Child Welfare League of America, 1998), The Social Welfare of Women and Children with HIV and AIDS (Oxford Univ. Press, 1998), other books, and numerous articles pertaining to child welfare services and social service agencies.

**Ronald W. Toseland, Professor and Director,  
Institute of Gerontology**

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Specialization: Gerontology and Social Work Practice

Ronald Toseland is interested in applied gerontological research and research on clinical social work practices and group work. He is the author and co-author of several books including Maintaining Communication with Persons with Dementia (Springer, 1998); Group Work with Older Adults and Their Family Caregivers (Springer, 1995); Effective Work with Administrative Groups (Haworth Press, 1987); and An Introduction to Group Work Practice, 3rd edition (Allyn & Bacon, 1998). His most recent journal articles address issues related to developing and leading support groups for family caregivers.

**Lynn Videka, Professor and Vice President for Research**

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Specialization: Child Maltreatment, Health, and Bereavement

Lynn Videka is the former dean of the School of Social Welfare at UAlbany. She teaches social work practice courses as well as research methods. She received her bachelor's degree in nursing and maintains an interest in the health care, mental health fields, and services to maltreated children and their families. Her co-edited books include: Advances in Clinical Social Work Research (National Association of Social Workers, 1990) and Working with Pregnant and Parenting Teenage Clients (Family Service America, 1991). She is currently working on two studies, one on the parenting role for persons with psychiatric disabilities, and one on self help groups for people diagnosed with a serious mental illness.

**Lynn Warner, Associate Professor**

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Specialization: Substance Abuse and Mental Health Policy

Lynn Warner's research focuses on understanding the relationship between substance abuse and mental illness, and identifying inequities in behavioral health service delivery to vulnerable populations such as low-income women and Latinos. Current projects emphasize environmental influences on the development and treatment of psychosocial problems, including organizational predictors of psychotropic medication use for youths, and country-of-origin influences on the risk for substance abuse among Latinos. She was a National Institute of Mental Health (NIMH) post-doctoral research fellow at the Institute for Health, Health Care Policy and Aging Research, and her research has been supported by the Alcoholic Beverage Medical Research Foundation and the

Annie E. Casey Foundation. Dr. Warner is a member of the editorial board of Social Work and Mental Health.

**Starr Wood, Assistant Professor**

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Specialization: Mental Health, Substance Abuse and HIV

Starr Woods' research interests are substance abuse, infectious diseases, trauma, and social identity.