# Doctoral Student Program Handbook

## Table of Contents

- **WELCOME!** ........................................................................................................................................... 1  
- **PART I: GETTING ORIENTED** ....................................................................................................... 2  
  - Finding Your Way Around ............................................................................................................... 2  
  - Academic Advisement .................................................................................................................... 4  
  - Academic Policies ............................................................................................................................ 4  
  - HELPFUL WEBSITES ...................................................................................................................... 5  
- **PART II: THE DOCTORAL PROGRAM** ............................................................................................. 1  
  - The Program in Brief: Requirement Overview .............................................................................. 1  
  - Doctoral Program Phases ................................................................................................................ 3  
  - Model Programs ............................................................................................................................... 4  
  - Joint MSW/Ph.D. Program Requirements ...................................................................................... 8  
- **STATEMENT OF PROGRAM PURPOSE AND CURRICULM GOALS** ........................................ 10  
  - Goals of Curriculum ....................................................................................................................... 10  
    - The Proseminars .......................................................................................................................... 11  
    - Foundation Statistics .................................................................................................................. 11  
    - Advanced Data Analysis* (3) ...................................................................................................... 12  
    - Advanced Research Course* (3) ................................................................................................. 12  
    - Language or Computer Proficiency ......................................................................................... 13  
    - Elective Courses ......................................................................................................................... 13  
    - Internships .................................................................................................................................. 14  
  - Comprehensive Examination .......................................................................................................... 15  
  - Pre-dissertation Research Requirement ...................................................................................... 16  
- **THE DISSERTATION PROCESS** .................................................................................................... 18  
  - Doctoral Committee ....................................................................................................................... 18  
  - Doctoral Essay ............................................................................................................................... 19  
  - Prospectus ........................................................................................................................................ 19  
  - Admission to Candidacy .................................................................................................................. 20  
  - Dissertation Proposal ...................................................................................................................... 21  
  - Proposal Defense ............................................................................................................................. 21  
  - Dissertation Report .......................................................................................................................... 22  
  - Guidelines for Defense .................................................................................................................... 23  
  - Final Defense .................................................................................................................................. 24  
  - Program Monitoring ....................................................................................................................... 25  
- **PART III: FREQUENTLY ASKED QUESTIONS** ............................................................................. 1  
  - FAQ: WHAT ARE THE GUIDELINES FOR AUTHORSHIP OF SCHOLARLY PRODUCTS RESULTING FROM DOCTORAL STUDENT ACADEMIC TASKS? 1  
  - FAQ: SSW 854: What is a Doctoral Internship? (3 Credits) ............................................................. 2  
  - FAQ: What are these courses (RSSW 690, SSW 760, SSW 888)? ............................................... 5  
  - FAQ: Is it true you need two years post-MSW experience for faculty positions? ................. 7
FAQ: How do I gain teaching experience? ................................................................. 7
FAQ: What Are Expectations for An Assistantship? .................................................. 8
FAQ: Do I need to take 9 credits every semester if I have finished required courses and 
if I have an assistantship? ..................................................................................... 9
FAQ: Can I get funding for dissertation-related expenses? ...................................... 10
FAQ: Can I get external funding to support my dissertation .................................... 11
FAQ: What’s a C.V. and do I need one? ................................................................. 11
PART IV: SCHOOL OF SOCIAL WELFARE FACULTY ........................................ 1
Welcome to the Doctoral program! We are pleased to have you join our Doctoral program and we look forward to engaging with you as you progress through your studies. Our Doctoral program is based on a strong, research-oriented faculty who are leaders in their fields. The University at Albany’s School of Social Welfare ranked 12th in social work schools nationwide (U.S. News & World Report, 2009 Edition). 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.)

This handbook outlines the major components of the Doctoral 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 College of Engineering & Applied Sciences. The address is 135 Western Avenue, Albany, NY 12222.

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

Faculty mailboxes are located on the first floor of Richardson (Room 105). In addition to e-mail, the faculty mailboxes are a good way to leave messages for faculty. Doctoral students are asked to have their personal incoming mail sent to their home addresses and not to the SSW. However, in the event mail comes in for Doctoral students, from other departments or from the Doctoral Office, we will place it in the Doctoral Program Office Mailbox (Brown File Cabinet) in Richardson Room 223. Students should check this mailbox when they are in the building.

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.

Computer Use As has been done on the main campus, IT Services and University Libraries have combined services in what is called IT Commons. This well-planned concept merges student computer access with library services to provide integrated services for our graduate students. Students looking for individual computers to use should go to the Dewey Graduate Library. There are also 4 public use computers which students may use located in the Draper Hall basement corridor adjacent to D-015. Students also have access to an e-mail account, the library catalog, statistical software, word processing, spreadsheets, and graphics as well as printers. Doctoral students needing locked computer access for their assistantships should contact the Doctoral Program Director.
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 Elaine Lasda Bergman (ebergman@uamail.albany.edu, phone: 442-3695.) The library offers a series of short classes on various topics including computer searches and use of special data bases. Attending these classes early in your doctoral studies is highly recommended. The on-line resources are also extremely helpful and include how to use APA format for references, ways to evaluate web resources, and information about plagiarism. Visit the website for all libraries at www.library.edu.

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

Disability Resource Center. The Disability Resource Center is located on the uptown campus in the Business Administration building, suite 120 (BA 120). Please contact them if you believe you are in need of academic accommodations due to disability related reasons. They can be contacted at 442-5490. Their website is http://www.albany.edu/disability/.

On-Campus Food Service. The Downtown Café is located on the first floor of Husted Hall. Vending machines are located on the first floors of Richardson Hall, the 3rd floor of Draper Hall, 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.

Police/Security. The security office is located on the first floor of Husted (442-8050). 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. Payment for copies is done through your SUNY Card. Please check with a librarian for further information.

ATM. One ATM is located in the Downtown Café in Husted Hall.
Part I: Getting Oriented

**Academic Advisement**

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

The academic advisor is responsible for assisting students in the development of their academic programs. Students and advisors should meet at least once each semester, prior to registration. It is suggested that, at these meetings, the student and advisor review the student’s Doctoral 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.

Both faculty and students receive registration materials containing advisement information once each semester, before registration for the next semester. Requirements or procedures that have posed difficulty in the past are discussed in Doctoral Program Committee meetings throughout the year, and as needs arise at the monthly school-wide faculty meeting.

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 Doctoral Program Director.

**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 online at [http://www.albany.edu/graduatebulletin/](http://www.albany.edu/graduatebulletin/). Students are expected to familiarize themselves with these policies.

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

**University Websites**
- School of Social Welfare: [http://www.albany.edu/ssw/](http://www.albany.edu/ssw/)
- SSW Doctoral Program: [http://www.albany.edu/ssw/Academic/phd-program.shtml](http://www.albany.edu/ssw/Academic/phd-program.shtml)
- Regulations and Requirements Governing the Doctoral Degree: [http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm](http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm)
- UAlbany Libraries: [http://library.albany.edu/](http://library.albany.edu/)
- APA Citation Fox: [http://library.albany.edu/cfox](http://library.albany.edu/cfox)
- **Know what plagiarism is**: [http://library.albany.edu/usered/plagiarism/index.html](http://library.albany.edu/usered/plagiarism/index.html)
- UAlbany library tutorials online: [http://library.albany.edu/infolit/students/tutorials](http://library.albany.edu/infolit/students/tutorials)
- Research Involving Human Subjects: [http://www.albany.edu/research/compliance/IRB.htm](http://www.albany.edu/research/compliance/IRB.htm)
- Graduate Education: [http://www.albany.edu/graduate/](http://www.albany.edu/graduate/)

**Other Sites of Interest**
### NEED PROGRAM INFORMATION?

<table>
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<th>Information Type</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Assistant Director of Doctoral Program</td>
<td>Barbara Altrock 442-5339; <a href="mailto:PhDssw@albany.edu">PhDssw@albany.edu</a> Available Tuesday - Thursday, 10:30 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>SSW Help Desk</td>
<td>442-5320; <a href="mailto:sswhelp@albany.edu">sswhelp@albany.edu</a></td>
</tr>
<tr>
<td>Financial Information</td>
<td>Dean’s office, 442-4161</td>
</tr>
<tr>
<td>Director, Doctoral Program</td>
<td>Nancy Claiborne, 442-5349; <a href="mailto:nclaiborne@albany.edu">nclaiborne@albany.edu</a></td>
</tr>
<tr>
<td>Examples of essays, proposals, c.v.’s</td>
<td>SSW Doctoral Program Material <a href="https://blackboard.albany.edu/">https://blackboard.albany.edu/</a> Log in with your Net ID and Password; go to SSW Doctoral Program Material</td>
</tr>
<tr>
<td>Inclement weather</td>
<td>To see if the University is closed, call 442-SNOW</td>
</tr>
</tbody>
</table>
PART II: THE DOCTORAL PROGRAM

The Program in Brief: Requirement Overview

COURSEWORK
• A total of 36 credits beyond the master’s degree are needed to complete the Doctoral degree.

Required Courses

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

Basic 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 pages 2-10 entitled Foundation Statistics.

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 six 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 Doctoral Program. An exemption exam is offered for SSW 600 if an incoming student, with a master’s degree that is not an M.S.W., believes that he or she has previously mastered the subject material. Students may register for this exam by contacting the SSW Help Desk.
Part II: The Doctoral Program

**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/social-welfare-phd-curriculum.php](http://www.albany.edu/ssw/social-welfare-phd-curriculum.php).

**PRE-DISSERTATION RESEARCH REQUIREMENT**
- The pre-dissertation research requirement provides students with direct, hands-on experience in conducting research and includes 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/social-welfare-phd-curriculum.php](http://www.albany.edu/ssw/social-welfare-phd-curriculum.php). (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;

- Once admitted to candidacy, students need to take only one dissertation credit per semester to maintain continuous registration. This credit, SSW 899, entitles students to the status of a full-time student and loan deferment. It is mandatory that you enroll in at least SSW 899 if you are in candidacy (i.e., you are welcome to take other relevant courses at any credit load as long as you are enrolled in SSW 899).

**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).

**STATUTE OF LIMITATIONS**
- Students have eight years to complete the degree from the time of matriculation. Extensions may be granted upon recommendation of the advisor and permission of the Doctoral Program Director and the Vice Dean of Graduate Studies.
# Doctoral Program Phases

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>Foundation Courses</th>
<th>PHASE II</th>
<th>Advanced Courses and Tasks</th>
<th>PHASE III</th>
<th>Candidacy</th>
</tr>
</thead>
</table>
| 36 credits | Min. 3 credits per semester;  
GA: 9 credits per semester  
Statute of Limitation – 8 yrs. | Computer Proficiency  
The language or computer proficiency requirement is usually fulfilled by successfully completing SSW 679 and SSW 687. (D-2 form) | Advanced Data Analysis (3)**  
A third course in advanced statistics covering topics not covered in the required statistics course sequence or covering topics in greater depth. Course requires Advisor approval.  
**For Students entering the Program in Fall 2005 forward. (D-4 form) | May now register for dissertation credits (1) |
| Proseminars (12)  
SSW 823 Practice Theory (3)  
SSW 826 Policy (3)  
SSW 862 Research (3)  
SSW 863 Advanced Methods (3) | Advanced Research (3)**  
A third course in research on a specific research topic or methodology that is not covered or not covered in depth in SSW 862 and SSW 863. Course requires Advisor approval.  
** For Students entering the Program in Fall 2005 forward. (D-5 form) | | Dissertation Proposal  
(D-9 form)  
1. Literature Review  
2. Methods |
| Basic Statistics (8)*  
SSW 679 (4)  
SSW 687 (4) | Electives  
The remaining credits may be fulfilled by taking graduate courses offered within the SSW or University relevant to student’s program of study.  
A minimum of six credits (2 courses) exclusive of the required statistics courses must be taken outside the School. Students with master’s degrees in non-social work fields are exempt from this requirement. Students may apply two 3-credit internships toward the 36 credits required for graduation.  
With approval, students may apply up to six credits of graduate study from another university toward the 36 credits required for graduation. (Credits can only be transferred when students have a second master’s degree or they have taken course work in addition to their first master’s degree. It has to be coursework that is related to their studies at our University.) | | Proposal Defense |
| Qualifying Exams  
3 written exams  
(Research, Practice and Policy) | Predissertation Research Requirement***  
***For Students entering the program in Spring 2002 forward. (D-3 form) | | Dissertation Defense |
| 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 Doctoral Program. | Set up Doctoral Committee at this time. (D-6 form) | | |
| Brief Essay Prospectus | Essay 20-25 Pages  
Substantive Area  
Literature Review  
(D-7 form) | | |
## Model Programs

### MODEL PROGRAM I

**Doctoral PROGRAM**  
**Full-Time Study For Students with Assistantships**

### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>SSW 823</td>
<td>Social Work Practice Theory</td>
<td>(3)</td>
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<tr>
<td>SSW 862</td>
<td>Social Welfare Research</td>
<td>(3)</td>
</tr>
<tr>
<td>SSW 679</td>
<td>Statistics and Data Analysis I **</td>
<td>(4)</td>
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<td>Total</td>
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### Second Semester

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<tbody>
<tr>
<td>SSW 826</td>
<td>Social Welfare Policy</td>
<td>(3)</td>
</tr>
<tr>
<td>SSW 863</td>
<td>Application of Advanced Methods in Social Welfare Research</td>
<td>(3)</td>
</tr>
<tr>
<td>SSW 687</td>
<td>Statistics and Data Analysis II **</td>
<td>(4)</td>
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<tr>
<td>Total</td>
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<td>(10)</td>
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### Third Semester

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<tr>
<td></td>
<td>Advanced Data Analysis*</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Advanced Research*</td>
<td>(3)</td>
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### Fourth Semester

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### Fifth Semester and Beyond

Completion of Comprehensive Exams (if not yet finished), Essay, Proposal, Dissertation

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<tr>
<td>SSW 690</td>
<td>Independent Study</td>
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<tr>
<td>SSW 760</td>
<td>Independent Research</td>
<td>***</td>
</tr>
<tr>
<td>SSW 888</td>
<td>General Readings in Social Welfare &amp; Social Work</td>
<td>***</td>
</tr>
<tr>
<td>SSW 899</td>
<td>Doctoral Dissertation (post-candidacy only)</td>
<td>(1)</td>
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* For students admitted fall 2005 semester and beyond.  
** See Section on Statistics  
*** Credits Vary
MODEL PROGRAM II

Doctoral Program
Full-Time Study for Students on Assistantships (Without a MSW)

First Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>SSW 600 Social Welfare Policy &amp; Services</td>
<td>(3)</td>
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<tr>
<td>(NOT counted toward the 36 required credits)</td>
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<tr>
<td>SSW 620 Micro Practice in Social Work I</td>
<td>(3)</td>
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<tr>
<td>(NOT counted toward the 36 required credits)</td>
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<tr>
<td>SSW 679 Statistics and Data Analysis I *</td>
<td>(4)</td>
</tr>
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</table>

(Note: Students without an MSW are required to complete SSW 620: Micro Practice in Social Work I and SSW 600: Social Welfare Policy and Services. SSW 600 & 620 do NOT count toward the 36 credits required for the Doctoral Program. An exemption exam is offered for SSW 600 if an incoming student, with a master's degree that is not an M.S.W., believes that he or she has previously mastered the subject material. Students may register for this exam by contacting the SSW Help Desk.)

Second Semester

<table>
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<td>SSW 826 Social Welfare Policy-Proseminar</td>
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<td>SSW 687 Statistics and Data Analysis II **</td>
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<td>____ ____ Elective</td>
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Third Semester

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<td>SSW 823 Social Welfare Practice Theory-Proseminar</td>
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<tr>
<td>SSW 862 Social Welfare Research- Proseminar</td>
<td>(3)</td>
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<tr>
<td>____ ____ Advanced Data Analysis*</td>
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Fourth Semester

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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>SSW 863 Application of Advanced Methods in Social Welfare Research- Proseminar</td>
<td>(3)</td>
</tr>
<tr>
<td>____ ____ Advanced Research*</td>
<td>(3)</td>
</tr>
<tr>
<td>____ ____ Elective</td>
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### Part II: The Doctoral Program

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<td><strong>Fifth Semester and Beyond</strong></td>
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<tr>
<td>___ ___</td>
<td>Elective</td>
<td>(3)</td>
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<tr>
<td>___ ___</td>
<td>Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>SSW 690</td>
<td>Independent Study</td>
<td>***</td>
</tr>
<tr>
<td>SSW 760</td>
<td>Independent Research</td>
<td>***</td>
</tr>
<tr>
<td>SSW 888</td>
<td>Readings in Social Welfare &amp; Social Work</td>
<td>***</td>
</tr>
<tr>
<td>SSW 899</td>
<td>Completion of Dissertation (post-candidacy only)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

* For students admitted fall 2005 semester and beyond
** See Section on Statistics
*** Credits Vary

**NOTE:** Full time Students not on assistantships are required to take 12 credits per semester.
MODEL PROGRAM III
Doctoral PROGRAM
Part-Time Study

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

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

Third Semester
SSW  679  Statistics and Data Analysis I ** (4)
___   ___  Elective (3)
___   ___  Elective (3)
Total (10)

Fourth Semester
SSW  687  Statistics and Data Analysis II** (4)
___   ___  Elective (3)
___   ___  Elective (3)
Total (10)

Fifth Semester
___   ___  Advanced Data Analysis* (3)
___   ___  Advanced Research* (3)
Total (6)

Sixth Semester and Beyond
Completion of Comprehensive Exams (if not yet finished), Essay, Proposal, Dissertation
SSW  690  Independent Study ***
SSW  760  Independent Research ***
SSW  888  General Readings in Social Welfare & Social Work ***
SSW  899  Doctoral Dissertation (post-candidacy only) (1)

* For students admitted fall 2005 semester and beyond.
** See Section on Statistics
*** Credits vary
Joint MSW/Ph.D. Program Requirements

The joint MSW/Ph.D. program allows qualified students with no MSW to earn both degrees with just 84 credits (instead of the 96 required to earn the degrees separately). Students who complete the program can potentially gain licensure and work in practice settings as well as pursue careers in academia or research.

Required Courses for All MSW/Ph.D. Students (60-62 graduate credits, minimum):

SSW 600 Social Welfare Policy and Services (3)
SSW 610 Human Behavior and Social Environment I (3)
SSW 611 Human Behavior and Social Environment II (3)
SSW 620 Micro Practice I (3)
SSW 621 Micro Practice II (3)
SSW 630 Macro Practice I (3)
SSW 631 Macro Practice II (3)
SSW 650 Field Instruction I (3)
SSW 651 Field Instruction II (4)
SSW 752 Field Instruction III (4)
SSW 753 Field Instruction IV (4)
SSW 823 Social Welfare Practice Theory (Proseminar) (3)
SSW 826 Social Welfare Policy (Proseminar) (3)
SSW 862 Social Welfare Research (Proseminar) (3)
SSW 863 Applications of Advanced Methods in Social Welfare Research (Proseminar) (3)
A two-course graduate statistics sequence (6-8)
One advanced course in research methodology (3)
One advanced course in data analysis (3)

Required Courses for Students in MACRO Concentration (12 credits):

SSW 790 Human Service Organizations Within a Changing Environment (3)
SSW 791 Managing Systems in Human Service Organizations (3)
SSW 792 Community Building (3)
One course designated advanced MACRO (3)

Required Courses for Students in Clinical Concentration (9 credits):

Three Advanced Clinical Practice courses (9)

Required Elective Courses for Students in MACRO concentration (10-12 credits)

Required Elective Courses for Students in Clinical concentration (13-15 credits)
Additional Requirements

All students must:

1. Have a satisfactory record in all course and seminar study;
2. Complete satisfactorily the research tool requirements or demonstrate proficiency in a foreign (non-English) language;
3. Complete at least two acceptable substantive courses outside the School of Social Welfare;
4. Complete satisfactorily the qualifying examination, including a doctoral essay;
5. Complete satisfactorily the pre-dissertation research requirement;
6. Submit an acceptable dissertation based on independent research.
STATEMENT OF PROGRAM PURPOSE AND CURRICULM GOALS

Purpose of Doctoral Program
The purpose of the Doctoral Program is framed within the mission of the School of Social Welfare, which is:

“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. The mission is implemented through education, knowledge development, and service that promote leadership for evidence-based social work with a global perspective.”

Given this mission, the Doctoral Program is primarily designed to prepare students for academic and research positions in social work and social welfare. This preparation occurs through (i) intensive instruction in the development and critical analysis of theories of social and behavioral change and (ii) rigorous training in research methods and evaluation skills.

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

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

Goals of Curriculum
To meet the School’s Mission and the Program’s Purpose, the Doctoral Program curriculum is designed to accomplish three major goals:

1. to provide a core of advanced knowledge of social work practice theory, social policy, research methods, and statistics;
2. to develop students’ specialized knowledge in an area of social welfare or social work of their own choosing; and
3. to prepare graduates to contribute to the field of social welfare and the profession of social work through knowledge-building, education, and leadership.

Just as the field of social welfare and the profession of social work draw upon knowledge and strengths across a range of academic disciplines and professional fields, so too the Doctoral Program offers opportunities to include the substantive expertise and methodological rigor from
academic departments and professional schools across the University at Albany. Thus, building upon foundational knowledge in social welfare policy, social work practice theory, and related research and statistical methods provided within the School, the Doctoral Program promotes interdisciplinary study through coursework in other schools and departments.

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

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

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

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

The Proseminars

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


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 Doctoral Program Director.

Advanced Data Analysis* (3)

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

Advanced Research Course* (3)

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

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

**Language or Computer Proficiency**

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

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

Additional ways to meet this requirement include the following:

1. **Approved Computer Course**
   Students satisfactorily complete (B or better) a course approved by the Doctoral Program
   Committee that requires the student to become proficient in the use of a social science statistical
   package on the computer. In accordance with University regulations, credit for this course cannot
   be counted toward the 36 credits required for graduation. In addition, the following regular
   University courses have also been approved as meeting this requirement for the SSW foundation
   stats sequence:
   - EPI 514 Computer Programming and Data Management (3)
   - CPY 720 Computer Applications in Counseling Psychology (3)

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

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

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

**Elective Courses**

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

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

Students with an MSW must take a minimum of six credit hours (exclusive of the required 2-semester statistics sequence) outside the School. Although this requirement can be fulfilled through taking advanced statistics and methods classes (which are generally offered outside SSW), you are encouraged to take additional courses outside the School as electives in order to achieve specific learning objectives and to acquire interdisciplinary perspectives that bear upon development of knowledge in social work and social welfare.

Many departments or Schools within the university might offer relevant courses. For example, if your topic is in juvenile delinquency, you will find specialized graduate coursework in the School of Criminal Justice. If your topic relates to child psychopathology, you will find courses in the Department of Psychology that might be very relevant. People with interests in health disparities can find courses in Public Health, as well as Latin American and Caribbean Studies, and Africana Studies. The Sociology Department, the School of Education, and the Rockefeller School of Public Affairs and Policy may offer courses very relevant to your interests. You are encouraged to discuss relevant possibilities with your advisor.

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

Internships

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

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

The Comprehensive Examination is given in three parts consisting of qualifying examinations covering the 3 subject areas defined generally by the content of the required proseminars. It is intended to measure the students' mastery of that content. Examinations are given in each of the following subjects: 1) Social Policy; 2) Research; and 3) Social Work Practice. Examination questions are drawn from a reading list compiled from the proseminar bibliographies. The Practice exam is offered once a year in the winter, and the Policy and Research exams are offered once a year in the summer.

Students wishing to take an examination should notify the Assistant Director of Doctoral Program at least one month in advance. Examinations are graded pass/fail. Students must pass all three examinations to complete the Comprehensive Examination requirement and move into the dissertation phase of the program.

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

If a student fails an exam, it is recommended that he or she meet with his or her advisor to receive feedback and discuss the exam results. Students are allowed one unconditional retake, and will be required to request permission of the Doctoral Committee to take the exam a third time. The request must include a reason for the retake and a plan of study. The Doctoral Committee will evaluate the request and may make appropriate suggestions to increase the likelihood of success. Students who matriculated and started the program prior to the 2012-2013 academic year are exempt from this policy.

In highly unusual circumstances, a student may meet criteria to take one Qualifying Exam at-a-distance. The criteria to be met are: (1) the student must have taken and passed two of the three Qualifying Examinations on the SUNY-Albany campus; (2) the student must have taken and failed the remaining Qualifying Examination on the SUNY-Albany campus at least one time; and (3) the student no longer lives in sufficiently close proximity to the SUNY-Albany campus such that the cost of travel to campus is prohibitively expensive for him or her, the travel to campus places an undue burden on the student likely to inhibit Exam performance (e.g., jet lag places the student at risk for poor performance), or both.

A student must make adequate testing arrangements for taking the Qualifying Exam at-a-distance. These include: (1) a testing site at a local college or university; (2) a proctor for the Exam who holds a doctoral degree and who agrees to oversee the administration of the Exam; and (3) arrangements to take the Exam within a 24 hour window of the Exam date and time at the SUNY-Albany campus.

To obtain permission to take a Qualifying Exam at-a-distance, a student must submit a request to the Doctoral Program Committee; for the Summer Qualifying Exams, the request must be received by May 1 and for the Winter Qualifying Exams, the request must be received by December 1. The request must address each of the criteria for taking a Qualifying Exam at-a-
distance and the testing arrangements he or she has made. The request also must include a signed letter from the proctor certifying his or her willingness to serve in this role and confirming the location, date, and time of the at-a-distance Qualifying Exam.

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

**Pre-dissertation Research Requirement**

The School of Social Welfare added a pre-dissertation research requirement for all Doctoral 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. The requirement can also be waived by the student’s advisor if a satisfactory level of competency is achieved (see below).

**Rationale**

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

**Implementation**

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

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

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

**Competencies**

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

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

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

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

**Doctoral Committee**

The student normally begins to form a Doctoral Committee after successfully completing the qualifying examinations. In setting up their Committees, students may want to consult with their Academic Adviser or the Doctoral Program Director in order to get ideas about which faculty members might serve on their Committees. (The Academic Adviser or the Doctoral Program Director 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. The Doctoral Committee Chair then becomes the student’s Academic Adviser. 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 student now submits a D-6 Formation of the Doctoral Committee form to the Assistant Director of the Doctoral Program. Doctoral forms are available on the SSW Website at: [http://www.albany.edu/ssw/social-welfare-phd-forms-documents.php](http://www.albany.edu/ssw/social-welfare-phd-forms-documents.php)

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 inside the School of Social Welfare and one member from outside the School. Research professors may serve on doctoral committees and are considered inside members; however, they may not serve as committee chairperson. For oversight of the doctoral essay only, all members may be from within the School. Prior to the approval of the dissertation proposal, however, an outside member must join the Committee, either to replace one of the members from the school or as a fourth member. Outside members of the Doctoral Committee may be from outside the University provided that they have an earned doctorate or hold the rank of full professor at an accredited University. Names of prospective committee members are proposed by the student to the Doctoral Program Director who appoints the Committee.

An individual without an earned doctorate or full professorship may serve as one member of the Doctoral Committee if he or she possesses expert knowledge needed by the student that would not otherwise be available. The student must petition the Doctoral 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 Doctoral Program Director will appoint a replacement suggested by the student. The chair of the Doctoral Committee may continue to serve as chair of the committee after
leaving the university by mutual agreement of the faculty member and the student. If the Doctoral Committee chair must be off campus for an extended period (e.g. sabbatical leave abroad) arrangements should be made for an interim chair from among the Committee members.

**Doctoral Essay**

The doctoral essay 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 students to complete reviews of the literature relevant to their topics. The doctoral essay is a rigorous review of literature and should be tailored to the needs of a given student. As a result, an essay or portions of it can be incorporated into a student's proposal and dissertation. The essay unfolds through selection of a topic, framing a prospectus for the essay and finally writing the essay itself. Students who have completed their coursework requirements may register for SSW 690 or SSW 760 to gain credits while preparing their essay and to maintain continuous enrollment. Only a total of 6 credits of SSW 690 or 760 are allowed for the first 36 credits. Once the 36 credits are achieved, students may use up to 6 credits of SSW 690 or 760 toward their doctoral essay. Using SSW 690 or 760 toward the doctoral essay must be negotiated with the academic advisor.

**Topic**

The topic of the doctoral essay and subsequent dissertation must meet two criteria: (i) it must address a problem that has not been satisfactorily resolved by existing knowledge and (ii) it must have significant implications for social work or social welfare. These criteria permit 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. These criteria prescribe no single type of investigation, methodology, or source material. They permit qualitative or quantitative studies. They permit use of library, field-simulated, or experimental approaches. The Doctoral Program Committee may grant exemptions for topics not meeting these criteria.

**Prospectus**

Students next submit a brief prospectus stating the purpose and scope of their Doctoral Essay for review and approval by their Doctoral Committee.

- A student should meet with prospective Doctoral Essay Committee members to negotiate what, if any, page limits are expected for the essay. If page limits are in place, the scope of the essay (as presented in the prospectus) should clearly fall within these limits.

- The prospectus is a narrative description (3-4 pages) of what the student intends to do in the essay. The prospectus may start with a statement of the problem or issue to be considered and its importance to social work. This is followed by a description of the areas of the literature the student intends to review to better understand the issue.
• The prospectus usually includes an outline of the essay—what the student envisions as the major sections and subsections of the paper.

• The prospectus should also include a timeline for completion of key tasks leading to completion (e.g., first draft, feedback from chairperson, revision). It is expected that feedback from a given faculty member take no longer than two weeks.

• Attached to the prospectus is a preliminary bibliography of the literature that needs to be reviewed and incorporated into the essay. The bibliography is usually extensive.

• Students are responsible for providing all committee members with the prospectus. Hard copies are usually preferred. Once approval by the committee is gained, students proceed with the essay.

**Essay**

Once the prospectus has been approved, students have 15 weeks to complete the essay. In completing the essay, a 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 students and 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 Essay Committee.

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

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

An essay or portions of it may be incorporated into a student’s dissertation proposal as well as the dissertation itself. An essay may serve as the foundation for the literature review in the dissertation.

**Admission to Candidacy**

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

1. Satisfactory record in course and seminar study;
2. Satisfactory completion of the language or computer proficiency requirement;
3. Satisfactory completion of the pre-dissertation research requirement;
4. Satisfactory completion of the qualifying examinations;
5. Satisfactory completion of the doctoral essay;

Students may enroll for 1 dissertation credit (SSW 899) per semester to maintain registration while working on the dissertation. To be eligible for dissertation credit, students must have completed all requirements except the dissertation. SSW 899 entitles students to the status of a full-time student and loan deferment. It is mandatory that you enroll in at least SSW 899 if you are in candidacy (i.e., you are welcome to take other relevant courses at any credit load as long as you are enrolled in SSW 899).

**Dissertation Proposal**

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

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

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

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

Approval by the Doctoral Committee to proceed with the dissertation 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 and work in conjunction with their committee chair in completing the IRB application.

**Proposal Defense**

Committee members must normally be present, although a member working or living at a distance from the campus may telecommute (e.g., communicate through speaker phone or videoconference connection). Under extenuating circumstances (e.g., prohibitive travel costs)
and with the approval of the Dissertation Committee Chairperson, a doctoral candidate may telecommute to the dissertation proposal defense, but only through videoconference connection (i.e., both audio and video connections). The candidate is responsible for arranging telecommutes and for any costs incurred. It is recommended that the candidate arrange a technical rehearsal of the proposal defense to ensure smooth operations during the formal proposal defense. Approval of the proposal will be by consensus.

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.

**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?

**Guidelines for Defense**

**Dissertation Defense and Notices**

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

1. Prior to the defense, all members of the Committee should read the student’s complete dissertation draft and make whatever suggestions for revisions they think are needed. Members may or may not request to see the revisions prior to the defense. If revisions desired by a member other than the Chair are substantial, he or she should consult with the Chair prior to discussing them with the student. A member approves the draft, for purposes of the defense, when he or she is satisfied with revisions the student has made or has agreed to make. All members should agree that the draft is ready for defense.

   **Note:** Dissertation Chairs and committee members are not obligated to conduct extensive editing on written work/dissertations. It is the decision of these faculty re: how extensive they wish to edit. University resources available to students include: (1) the Writing Center and (2) the International Student Organization.

2. Three weeks prior to the dissertation defense, the student completes and delivers the Dissertation Defense Announcement (D-10) form with a copy of his or her abstract to the Assistant Director of the Doctoral Program. The form provides the date, time, and requested location of the dissertation. The Assistant Director of the Doctoral Program is responsible for reserving the conference room chosen by the student. If the room is unavailable, the Assistant Director of the Doctoral Program will notify the student and offer an alternative choice of rooms.

3. Students are responsible for ordering audio-visual equipment needed during the defense. If you need audio visual equipment for your presentation, you will need to request it from the downtown AV department (there is no charge to use this equipment) ([orderav@albany.edu](mailto:orderav@albany.edu)), as soon as you know where your defense will be held so you can give them this information. They will have the equipment in the room the day of your defense.

4. After the student notifies the Assistant Director of the Doctoral Program of the date, time, and location of the dissertation defense and the room availability has been confirmed, the Assistant Director of the Doctoral Program 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 Assistant Director of the Doctoral Program then posts the notices throughout the School of Social Welfare on the Doctoral Distribution List and the SSW Faculty Distribution List.
**Final Defense**

Committee members must participate in the defense. Normally, all Committee members must be present. It is the responsibility of the student to ensure that all members of the Committee will be able to participate. Otherwise, the Defense will have to be rescheduled. A member working or living at a distance from campus may telecommute (e.g., communicate through speaker phone or videoconference connection). Under extenuating circumstances (e.g., prohibitive travel costs) and with the approval of the Dissertation Committee Chairperson, a doctoral candidate may telecommute to the dissertation defense, but only through videoconference connection (i.e., both audio and video connections). The candidate is responsible for arranging telecommutes and for any costs incurred. It is recommended that the candidate arrange a technical rehearsal of the dissertation defense to ensure smooth operations during the formal dissertation defense. The defense is open to other members of the University community. Although they will not participate in the examination, attendees may be invited to ask questions following the conclusion of the defense.

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

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

A doctoral form D-11, Dissertation Defense Results form should be prepared by the Assistant Director of the Doctoral Program and taken by the student to the defense. Once the defense is done, the form is signed by the committee members present. The form then goes back to the Assistant Director of the Doctoral Program for additional signatures and processing. If there are minor revisions, the committee chair holds on to the form until the changes are made and then turns it in to the Assistant Director of the Doctoral Program.
**Program Monitoring**

1. Students are responsible for informing themselves of program requirements they have met or need to meet. The student will not be given reminders regarding requirements not completed. Students and advisors may find the advisor and student worksheet (page 2-19) helpful in keeping track of their progress.

2. The student is responsible for obtaining agreements from faculty members to act as dissertation chairs and to serve on doctoral committees. The chairs of these committees send the D-6 Doctoral Forms to the Doctoral Program Director, for approval.

3. Students are responsible for providing completed doctoral forms noting their progress through the program to the Doctoral program office. Forms are available on the University’s website at: http://www.albany.edu/ssw/social-welfare-phd-forms-documents.php

4. The Doctoral Program Director will be responsible for obtaining and safekeeping of documents showing completion of requirements or having appropriate completions recorded on the student's transcript, for processing the admission to candidacy forms, and degree clearance.
### PROGRAM MONITORING

**Doctoral Program Worksheet for Advisors and Students**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>How Satisfied</th>
<th>When Satisfied</th>
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<tbody>
<tr>
<td>1. Satisfactory completion of proseminars (12 credits)</td>
<td>Transcript Review</td>
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<tr>
<td>2. Satisfactory completion of approved statistics sequence (8 credits)</td>
<td>SSW679 &amp; 687 or approved sequence from another department:</td>
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<td></td>
<td>Transcript Review</td>
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<td>3. Satisfactory completion of foreign language or computer proficiency requirement</td>
<td>SSW679 &amp; 687 or approved alternatives</td>
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<td></td>
<td>Submit D-2 doctoral form</td>
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<tr>
<td>4. Satisfactory completion of advanced data analysis requirement (3 credits) (for students admitted fall 2005 or later)</td>
<td>Transcript Review</td>
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<td></td>
<td>Submit D-4 doctoral form</td>
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<tr>
<td>5. Satisfactory completion of advanced research requirement (3 credits) (for students admitted fall 2005 or later)</td>
<td>Transcript Review</td>
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<td>Submit D-5 doctoral form</td>
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<tr>
<td>6. Satisfactory completion of remaining 10 credits of electives, including six credits outside School</td>
<td>Transcript Review</td>
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<tr>
<td>7. Satisfactory completion of qualifying exams: Practice, Policy, Research</td>
<td>Passed by Faculty Readers</td>
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<td>8. Satisfactory completion of pre-dissertation research requirement (for students admitted Spring 2002 or later)</td>
<td>Approved by student’s advisor</td>
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<td></td>
<td>Submit D-3 doctoral form</td>
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<tr>
<td>9. Set up Doctoral Committee</td>
<td>Submit D-6</td>
<td></td>
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<tr>
<td>10. Satisfactory completion of prospectus and doctoral essay</td>
<td>Approved by student’s Doctoral Committee</td>
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<td></td>
<td>Submit D-7 doctoral form</td>
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<tr>
<td>11. Admission to candidacy</td>
<td>Submit D-8 doctoral form with advisor’s signature only. Assistant Director of the Doctoral Program will secure the Doctoral Program Director’s and Dean’s signatures.</td>
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<tr>
<td>12. Dissertation Proposal</td>
<td>Approved by student’s Doctoral Committee</td>
<td></td>
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<tr>
<td></td>
<td>Submit D-9 doctoral form</td>
<td></td>
</tr>
<tr>
<td>13 Schedule Dissertation Defense</td>
<td>Submit D-10 Dissertation Defense Announcement Form with copy of abstract 3 weeks prior to date of defense.</td>
<td></td>
</tr>
<tr>
<td>14. Dissertation Defense</td>
<td>Approved by student’s Doctoral Committee</td>
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<tr>
<td></td>
<td>Submit D-11 doctoral form</td>
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PART III: FREQUENTLY ASKED QUESTIONS

FAQ: WHAT ARE THE GUIDELINES FOR AUTHORSHIP OF SCHOLARLY PRODUCTS RESULTING FROM DOCTORAL STUDENT ACADEMIC TASKS?

Over the course of a doctoral student’s advancement through the Program, there are several academic tasks that could result in scholarly products such as books, book chapters, articles, and conference presentations or posters. These academic tasks include, but are not limited to, graduate assistantships, the pre-dissertation research requirement, the doctoral essay, and the dissertation. The purpose of these guidelines is to recognize the intellectual contributions of both students and faculty to such resultant scholarly products and to protect the related rights of both students and faculty such that student do not unduly credit faculty and faculty do not ‘ghost write’ for students.

1. To determine authorship, the School suggests following the policy on publication credit put forth by the American Psychological Association (APA):

   Authorship is reserved for persons who receive primary credit and hold primary responsibility for a published work.

   Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. Those who so contribute are listed in the byline. Lesser contributions, which do not constitute authorship, may be acknowledged in a note… These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship. (APA, 2001, p. 350)

Other professional organizations and other (non-APA) journals may have different guidelines to determine co-authorship and, as such, supersede this suggestion.

2. Possible scholarly products and authorship should be negotiated at the beginning of each academic task. At that point, it is possible a student will be sole author on a scholarly product or that faculty will be included as ancillary (second, third, etc.) author(s). Of course it may be necessary to renegotiate such co-authorship as the scholarly product unfolds. For example, a student may do such a brilliant job that co-authorship by faculty is not warranted; similarly, a
faculty member may need to make substantial changes to a scholarly product in order for it to be marketable.

3. In advance of scholarly products derived from the doctoral essay or dissertation, the chairperson of a student’s dissertation committee has the responsibility for distributing these guidelines to all members and for negotiating any conflicts between these guidelines and committee members from outside the School.

4. Students or faculty members who believe that misconduct has occurred in the assignment of authorship to a scholarly product make a report as specified in the *University at Albany Policy and Procedures on Misconduct in Research and Scholarship*. Prior to filing a report, a student or faculty member may want to consult with the Dean, Associate Dean, or Director of the Doctoral Program.

Reference


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

Must fill-out D14 SSW 854: Doctoral Internship Request Form which is available online at: [http://www.albany.edu/ssw/assets/D-14SSW854DoctoralInternshipRequestForm.pdf](http://www.albany.edu/ssw/assets/D-14SSW854DoctoralInternshipRequestForm.pdf)

**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 Doctoral Program Office. This form must be signed by the faculty internship supervisor, the student’s academic advisor, and the Doctoral Program Director. The summary proposal must be attached. The student must submit four copies of the signed form and the attached proposal to the Doctoral 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
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: *What are these courses (RSSW 690, SSW 760, SSW 888)?*

Apart from required coursework, you need to register for graduate credits to complete the total of 36 credits required, and to maintain continuous registration (at least 3 credits per semester, or 9 if you are full time and with an assistantship) until you are in Candidacy. Possible independent courses are SSW 690, SSW 760 and SSW 888.

*What is SSW 690 Independent Study?*

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

*What is SSW 760: Independent Research?*

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

Only a total of 6 credits of SSW 690 or 760 are allowed for the first 36 credits. Once the 36 credits are achieved, students may use up to 6 credits of SSW 690 or 760 toward their doctoral essay. Using SSW 690 or 760 toward the doctoral essay **must** be negotiated with the academic advisor.

*When may I take these courses?*

You may take these courses at any time during your program prior to Candidacy.

*How will I be evaluated for these courses?*

SSW 690 and 760 are graded S (satisfactory) or U (unsatisfactory).
What is SSW 888: General Readings?

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

When may I take this course?

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

How many credits may I take?

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

How will I be evaluated for this course?

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

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

Elective courses within the School or wider university are designed to enhance student’s specialized knowledge and expertise in the dissertation topic area. Two electives are required, and this requirement can be fulfilled through taking advanced statistics and methods classes which are generally offered outside SSW. However, you can take additional electives. Many departments or Schools within the university might offer courses relevant to your topics. For example, if your topic is in juvenile delinquency, you will find specialized graduate coursework in the School of Criminal Justice. If your topic relates to child psychopathology, you will find courses in the Department of Psychology that might be very relevant. People with interests in health disparities can find courses in Public Health, as well as Latin American and Caribbean Studies, and Africana Studies. The Sociology Department, the School of Education, and the Rockefeller School of Public Affairs and Policy may offer courses very relevant to your interests. You may transfer in up to 6 elective credits from graduate courses you may have taken in another university. You are encouraged to discuss relevant possibilities with your advisor.
**FAQ: Is it true you need two years post-MSW experience for faculty positions?**

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

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

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

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

**FAQ: How do I gain teaching experience?**

The School does not appoint Doctoral Students to Teaching Assistantships.

Some Doctoral 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.

Doctoral 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 Section III, page 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 within SSW. The University has an extensive division devoted to instructional excellence, the Institute for Teaching, Learning and Academic Leadership (ITLAL). Visit the website at:
http://www.albany.edu/teachingandlearning/. This Institute offers faculty and graduate students access to a wide range of teaching resources and workshops.

With some documentation of teaching experience and learning about teaching, Doctoral 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 without a special waiver approved by the Dean of Graduate Studies.

**FAQ: What Are Expectations for An Assistantship?**

**General Guidelines for Assistantships (State and Grant Funded)**

Doctoral students who receive a graduate 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. Graduate 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.

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 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 Doctoral Program Director, 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.
Students may be assigned to two faculty members on two separate projects, not to exceed 20 hours per week total. Students are expected to complete a Monthly Attendance Report to assist in tracking their hours worked and leave taken each month. This form insures requirements are met for assistantship hours; it provides a structure for students and professors to discuss progress and the support they need to complete assignments; and it allows students to monitor their schedule.

**FAQ: Do I need to take 9 credits every semester if I have finished required courses and if I have an assistantship?**

The short answer is no, but you will need approval to take a reduced load. Part time students of course are free to take as few credits as they choose as long as they maintain continuous enrollment (minimum of 3 credits per semester prior to candidacy, 1 credit thereafter). Doctoral students with assistantships are expected by default to take 9 credits in our School (not 12).

If you have completed all required courses, and this generally implies that you have completed exams and are working on your essay or preparing to do so, check with your advisor, and then ask the Assistant Director of the Doctoral Program for approval of reduced credit load. This is helpful to you, and it is helpful to the program because you do not need to take unnecessary courses, and the School does not need to pay a tuition waiver for credits you do not need.

Depending on your status and assistantship, there are different processes that have to be followed.

1. **International students** are in a special category because their student status is tracked by the federal government through International Student and Scholar Services (ISSS). After checking with your advisor, complete a Reduced Course Load Authorization Form, have it signed by the Doctoral Program Director, and submit it to ISSS (we will make a copy for your file). Find the form on the ISSS web site. You will be expected to include your SEVIS number (Student and Exchange Visitor Information System) [http://www.albany.edu/isss/pdf/Forms/General/Reduced%20Course%20Load%20Authorization%20Form.pdf](http://www.albany.edu/isss/pdf/Forms/General/Reduced%20Course%20Load%20Authorization%20Form.pdf)

   In addition, if you are funded through a research grant and are not on state funding, the Doctoral Program Director needs to inform the RF personnel office through notification to Graduate Studies that you have an exception to the 9 credit requirement. (2b)

2. **Domestic students** should follow one of two processes.

   a. Students on state funding need to check with their advisors, and if they have completed coursework and want to take under 9 credits, email the Doctoral
Program Director who will place a note in the file. In your email, note that you have discussed this with your advisor.

b. Students on research foundation funding: the RF personnel office will need to know you have approval for a reduced course load from graduate studies. Check with your advisor, apply to the Doctoral Program Director who will notify graduate studies that an exception has been made. Graduate studies will then inform the RF personnel office.

IMPORTANT NOTE: Students who enroll for less than 6 credits per term are technically enrolled less than half-time and therefore may not be eligible for new need-based aid or to defer repayment of prior need-based aid. Once a student is in Candidacy, they are again considered full time for repayment deferral reporting (if enrolled in at least SSW 899).

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

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

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

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

More formal applications for limited funds to conduct dissertation research or attend related conferences include the following (watch due dates, you will need support letters):

- University at Albany Graduate Student Organization has funding resources for dissertation expenses and travel related to research (up to $650)

- UAlbany Benevolent Association has similar research and travel grants (up to $500)
  [http://www.albany.edu/research/assets/Benevolent_award_application.pdf](http://www.albany.edu/research/assets/Benevolent_award_application.pdf)

- Initiatives For Women (IFW) awards funds to support women in realizing their potential, frequently through their research. Awards have ranged up to $2,000 but are more generally $500.
  [http://www.albany.edu/ifw/Child/awards.html](http://www.albany.edu/ifw/Child/awards.html)

- The School of Social Welfare annually makes awards to MSW and Doctoral students that can be used to offset expenses. Students are encouraged to self-nominate. The Doctoral awards are often used to support research expenses. Amounts range up to $1000.
  [http://www.albany.edu/ssw/students/awards.html](http://www.albany.edu/ssw/students/awards.html)

If you need additional statistical training to complete your research, stipends are offered at a range of (generally summer) workshops. These include:
FAQ: Can I get external funding to support my dissertation

Yes you can, and students are strongly encouraged to pursue external funding both to extend doctoral assistantship funding and for career advancement. SSW Doctoral students have gained several prestigious social work pre-doctoral awards from the National Institutes of Health, the Hartford Foundation, and other federal and state bodies.

The easiest way to examine Doctoral and post-doctoral funding opportunities is to look on the Institute for the Advancement for Social Work Research web site.


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

http://www.gadephd.org/Doctoral-Students/Funding

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

FAQ: What’s a C.V. and do I need one?

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

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

Although formats for C.V.s vary, 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 website that might be helpful:

http://psych.hanover.edu/handbook/vita2.html
We hope this brief comment on “curriculum vitae” is helpful to you—and gives you an incentive to start developing or updating yours now. A sample resume is posted on the following page (III-13). Examples are also posted on the doctoral program reserve reading site.

A discussion about preparing a CV, with examples, is generally offered each year through the Doctoral Program Director.
SAMPLE RESUME

BARBARA L. JONES
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Albany NY 12208
(518) 482-4995
Barbaraj682@aol.com

EDUCATION
Doctoral, Anticipated Date of Graduation, University at Albany, School of Social Welfare May 2004
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, Doctoral, expected publication 2005


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, Doctoral, 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 Facilitator and Program Coordinator, Children’s Bereavement Group
               Community Hospice, Troy, NY

7/96-7/00     Consultant, National Lecturer
               Mothers Against Drunk Driving, National Office, Dallas, TX

9/93-7/96     Director of Victim Services
               Mothers Against Drunk Driving, New York State Office, Albany, NY

9/89-9/93     Founder and Director, The Empowerment Project, Inc., Safety and Self
               Defense for Women and Children, Albany, NY
NATIONAL COMMITTEE POSITIONS:
2002-present Board of Directors, Association of Pediatric Oncology Social Workers
Chair, Legal and Advocacy Committee

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

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

STATEWIDE COMMITTEE POSITIONS:
2001-present Hospice and Palliative Care Association of New York,
Children’s Advisory Group Member

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

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

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

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

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

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

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

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

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

Association of Pediatric Oncology Social Workers, April 2002, Amelia Island, Fl
Panel Presentation, “Research in End-Of-Life Care”
NATIONAL CONFERENCE PRESENTATIONS, continued:
Association for Death Education and Counseling National Conference, April 2000, Charlotte, NC
“When Hope Is Transformed: Pediatric Hospice for Children with Cancer”
Poster Presentation: “For Crying Out Loud: Activism as a Tool for Healing Grief and Loss”.

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

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

Miami, FL “For Crying Out Loud: Activism as a Tool for Healing Grief and Loss”.

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

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

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

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

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

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

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

PROFESSIONAL SOCIAL WORK ACTIVITY:
Consultant to Brazil Pediatric Hospice 2002
Invited member, End of Life Curriculum Project, NASW and Life Institute 2002-present
Summit on Quality of Life At the End of Life for Children with Cancer 2000
Capital District Bereavement Network 1994-present
Association for Death Education and Counseling, Upstate NY Board 1994-1996
New York State Attorney General’s Crime Victims’ Advisory Board 1996-1997
VOLUNTEER ACTIVITIES
Clinical Advisory Board, Byron House Center for Grieving Children 2003-present
Founder and Head Instructor
Flying Dragons Martial Arts and Meditation for Children Facing Illness 2002-present
Double H Hole in the Woods Camp for Children 1998-2002
The Women’s Building of the Capital Region, Board Member 1993-1998

AFFILIATIONS
Association of Pediatric Oncology Social Workers

Association for Death Education and Counseling
Society for Social Work Research
Council on Social Work Education
National Association of Social Workers
National Women’s Martial Arts Federation
PART IV: SCHOOL OF SOCIAL WELFARE FACULTY

Darrell P. Wheeler, Dean and Vice Provost for Public Engagement
M.P.H. (1990) University of Pittsburgh
Doctoral (1992) University of Pittsburgh
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Telephone: (518) 442-5324

Specialization: Resiliency in HIV prevention, interventions in Black and African gay, bisexual, and transgender communities

Dr. Wheeler comes to UAlbany from Loyola University Chicago where he served as dean and professor of the School of Social Work. He also has served in various appointments at the Silberman School of Social Work at Hunter College, Columbia University, the University of California, San Francisco and the University of North Carolina.

In addition to his leadership and teaching experience, Darrell is an active scholar with interests including the identification and exploration of individual and communal resiliency in HIV prevention and intervention among African American and Black gay, bisexual, and transgender communities. He also is active in the professional community and is the current President of the Board of Directors of the National Association of Social Workers.

Katharine H. Briar-Lawson, Professor
M.S.W. (1968) Columbia University
Doctoral (1976) University of California, Berkeley
E-mail: kbriarlawson@albany.edu
Telephone: (518) 442-5324

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


Keith Chan, Assistant Professor
Doctoral (2013) Boston College Graduate School of Social Work
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(518)-442-5321

Specialization: Racial and ethnic differences in health and mental health; Impact of acculturation on well-being of Asian Americans
Keith Chan’s research is on examining the racial and ethnic differences in health and mental health for minority populations, in particular older Asian Americans. His recent projects include looking at disability, psychological distress, and other chronic conditions with various individual and structural measures of acculturation for nationally representative samples of Asian American elderly and other minority populations. With changing demographic profiles, intense debates on immigration, and major health care reforms on the horizon, this research can shed light on how policy and practice can be best shaped to improve health outcomes for the growing diversity of elderly in the US.

His research interests began with looking at how acculturation impacts well-being for Asian Americans, one of the fastest growing immigrant groups in the US. Acculturation is not a clearly defined concept in research. Oftentimes for immigrants, it was simply defined as English ability, or years living in the US. He understood that acculturation was a highly nuanced concept, which encompasses acceptance into the mainstream culture, as well as a sense of ethnic identity. This may depend on multiple individual, family as well as structural factors. For Asian Americans, he found that perceived discrimination was potentially a measure of social marginalization from society. His involvement with the Hartford Geriatric Social Work Initiative as a social work doctoral fellow sparked his interest to look at the fast growing population of elderly Asians, many of whom are immigrants, and where there is a lack of research in examining their health behaviors and service utilization. He believes the ethnic differences in well-being for Asian elderly are intricately tied to their unique experiences with acculturation, in their journey of finding and establishing a home for themselves and their families in the United States. His current projects which examines disability, psychological distress, and chronic health conditions builds upon his earlier work in looking at health disparities for elderly Asians, immigrants, and other vulnerable populations.

Nancy Claiborne, Associate Professor, Director of Doctoral Program, and Director of Evaluation Social Work Education Consortium
Doctoral (1999) University of Houston, Houston, TX
M.S.W. (1982) University of Southern California, Los Angeles, CA
E-mail: nclaiborne@albany.edu
Telephone: (518) 442-5349

Specialization: Human Service Organizational Collaboration, Health and Mental Health

Nancy Claiborne is a management specialist whose research interests include human service organizational functioning and change, as well as teambuilding/collaboration and program evaluation. She is specifically interested in service system design and delivery, including the system facilitators and barriers to innovative services that achieve results. Settings she has researched and facilitated change include child welfare organizations and health systems. She is particularly interested in studying models that attempt to integrate empirically based care and outcomes measurement into services. These interests include investigating the impact of organizational factors on the delivery of services, management system functions, and the adoption of innovation and engagement in teams and collaborations. Her experience includes 17 years as a clinician, clinical director, community linkage agent, and senior administrator in inpatient and outpatient health and mental health settings.
Anne E. Fortune, Associate Dean and Professor
A.M., Social Work (1975) University of Chicago
Doctoral (1978) University of Chicago
E-mail: rfortune@albany.edu
Telephone: (518) 442-5322

Specialization: Short-term Treatment and Social Work Education

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

Eric Hardiman, Associate Professor
M.S.W. (1993) University of Georgia, Athens
Doctoral (2001) University of California, Berkeley
E-mail: hardiman@albany.edu
Telephone: (518) 442-5705

Specialization: Mental Health

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

Julia F. Hastings, Assistant Professor
M.S.W. (1993) University of Washington
Doctoral (2000) University of California, Los Angeles
E-mail: jhastings2@albany.edu
Telephone: SPH Office: (518) 402-0293; SSW Office: (518) 591-8751


Julia F. Hastings is assistant professor in the Schools of Public Health and Social Welfare at the University at Albany, SUNY. Globally, her research interests cover health and mental health disparities among ethnic minority populations, African American mental health, welfare participation dynamics, and ethnic minority women’s health issues. Her research projects focus on the interrelationships between race, mental health outcomes, health conditions, risk and protective factors, and poverty. Dr. Hastings has published on culturally competent research methods within African American communities, welfare participation, depression, and body weight. Her research grant portfolio includes funding from the National Institute of Minority Health and Health Disparities, NIMH, the Ford Foundation, and the Robert Wood Johnson Foundation.
**Heather Horton, Associate Professor**  
M.S. (1991) University of Arizona  
A.M. (2000) University of Chicago  
Doctoral (2005) University of Chicago  
E-mail: hhorton@albany.edu  
Telephone: (518) 442-5331  

Specialization: Mental health, schizophrenia, deafness.

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

**Lani Jones, Associate Professor**  
M.S.W. (1992) Boston College  
Doctoral (2000) Boston College  
E-mail: ljones@albany.edu  
Telephone: (518) 442-5167  

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

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

**Mansoor Kazi, Assistant Professor**  
MA.S.W. (1988) University of Hull, United Kingdom  
Doctoral (2003) University of Huddersfield, United Kingdom  
E-mail: mkazi@albany.edu  
Telephone: (518)-442-5303  

Specialization: Program evaluation and research methods

Before moving to University at Albany School of Social Welfare in September 2013, Mansoor Kazi, PhD was Research Associate Professor and Director of Program Evaluation Center at the School of Social Work, University at Buffalo (The State University of New York), having moved from the United Kingdom in September 2005 where he held a similar position at the School of Human & Health Sciences at the University of Huddersfield for 14 years. He has extensive
Part IV: School of Social Welfare Faculty

experience of evaluation of human services in USA, United Kingdom and in Finland. He is lead evaluator of Chautauqua Tapestry System of Care and received SAMHSA’s Gold Award for Outstanding Local Evaluation in July 2010. His books include ‘Realist Evaluation in Practice’ (2003, Sage) and ‘International Perspectives on Evidence-based Practice in Social Work’ (with Bruce Thyer, 2004, Venture Press). At present, this realist evaluation approach is used in the evaluation of the SAMHSA System of Care Grant in Chautauqua County ($9 million, 2008-2014), and in 24 other New York State counties that have been awarded a System of Care Extension Grant ($4 million, 2012-2016). In all NY counties with the SOC expansion grant to date, he helps agencies to use the data on ALL service users in a realist evaluation, to inform what works and for whom in a system of care. Data from schools, mental health and other services is analyzed quarterly in each county, and data analysis methods drawn from a combination of epidemiology and effectiveness research are used in naturally occurring quasi-experimental designs (e.g. including all school youth) to investigate if the comprehensive array of services and supports are working to provide better outcomes for youth and families.

Shirley J. Jones, Distinguished Service Professor
M.S.W. (1964) New York University
E-mail: sjones@albany.edu
Telephone: (518) 442-5330

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

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

Heather Larkin Holloway, Assistant Professor
M.S.W. (1994) Boston University
Doctoral (2006) The Catholic University of America
E-mail: hlarkin@albany.edu
Telephone: (518) 591-8779

Specialization: Restorative Integral Support (RIS), adverse childhood experiences (ACE), healthy environments and relationships that support (HEARTS), Service Outcomes Action Research (SOAR), Post-Trauma Wellness

Heather Larkin facilitates the implementation of “Restorative Integral Support” (RIS), which draws on Integral theory (Wilber, 2000) for a comprehensive, whole person response to “adverse childhood experiences” (ACE). This involves the intentional development of “Healthy Environments and Relationships That Support” (HEARTS) within which individually-oriented evidence-supported interventions (ESIs) and emerging practices can be integrated. “Service Outcomes Action Research” (SOAR), developed by Duffee (2010), evaluates the effectiveness of ESIs and brings emerging practices to research within complex agency contexts.
Catherine K. Lawrence, Assistant Professor
M.S.W. (1997) University at Albany
Doctoral (2003) University at Albany
E-mail: CLawrence@albany.edu
Telephone: (518) 437-3692

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

Catherine Lawrence is a poverty researcher with a social justice framework for scholarship. She is interested in the distribution of social goods and the causes and consequences of inequitable distribution. Her work has focused on U.S. income maintenance policy and changes to economic support for families with children since passage of the 1996 welfare legislation. This research includes exploration of the family formation and sexual reproduction agenda in the Personal Responsibility Act of 1996 and the subsequent marriage initiatives of the Bush Administration. She currently directs a Children's Bureau Training grant project to develop training for culturally competency family-centered child welfare practice. Dr. Lawrence's research perspective reflects a pragmatic approach to social science. She is committed to exploring useful ways to apply mixed methodologies to research questions when appropriate.

Hal A. Lawson, Professor
M.A. (1967) University of Michigan
Doctoral (1969) University of Michigan
E-mail: hlawson@albany.edu
Telephone: (518) 442-5355 or (518) 442-5088

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

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

For more information go to: http://www.albany.edu/~hlawson

Eunju Lee, Assistant Professor
M.A. (1990) University at Albany
Certificate (1997) Women and Public Policy, University at Albany
Doctoral (2003) University at Albany
E-mail: eunjulee@pdp.albany.edu
Telephone: (518) 442-5773

Specialization: Child Welfare, Immigration, and Program Evaluation

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

Wonhyung Lee, Assistant Professor
MSW (2009) Social Work, University of Michigan, Ann Arbor
PhD (2014) Urban and Regional Planning, University of Michigan, Ann Arbor
E-mail: whlee@albany.edu
Telephone: (518)-591-8788

Specialization: Community development; business district revitalization; multicultural community organizing; spatial analysis and geographical information systems (GIS); social entrepreneurship

Wonhyung Lee is an Assistant Professor in the School of Social Welfare at the University at Albany SUNY. Her research focuses on community development and organizing, with an emphasis on the improvement of local businesses in low-income multiethnic neighborhoods. Her recent research includes case studies of business improvement districts (BIDs) in Los Angeles and Detroit as well as geographical analyses that measure the effects of various neighborhood characteristics on social and health outcomes. She is academically trained in both Social Work and Urban Planning at the University of Michigan.

Barry Loneck, Associate Professor
M.S.S.A., Social Work (1978), Case Western Reserve University
Doctoral (1985) Case Western Reserve University
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Telephone: (518) 442-5340

Specialization: Alcohol and Drug Dependence Treatment, Mental Health Treatment

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

Philip McCallion, Professor and Director of the Center for Excellence in Aging & Community Wellness
Doctoral (1993) University at Albany, State University of New York
E-mail: mcclion@albany.edu
Telephone: (518) 442-5347

Specialization: Aging and Developmental Disabilities
Dr. McCallion's research falls into three areas:

Philip McCallion, Doctoral 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 & Community Wellness 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 multicultural 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 of the Social Work Education Consortium, Assistant Dean for School Advancement
Doctoral (2003) Memorial University of Newfoundland
E-mail: mccarthy@albany.edu
Telephone: (518) 442-5338

Specialization: Child Welfare and Political Social Work

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

The Social Work Education Consortium is a partnership between the New York State Deans of Schools of Social Work, the County Child Welfare systems and the NYS Office of Children and Family Services. The Consortium is working on professionalization and stabilization initiatives for the public sector workforce. This involves funding to support interagency collaboration, community development and the education and training of child welfare practitioners. She was the NASW Northeast Division 1992 Social Worker of the year.
Robert L. Miller, Jr., Associate Professor
M.S.W. (1994) University of Pennsylvania
M.Phil. (1998) Columbia University
E-mail: rmiller@albany.edu
Telephone: (518) 442-5374

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.

Loretta Pyles, Assistant Professor
Director, Community and Public Service Program
M.A. in Philosophy (1994) University of Kansas
Doctoral (2005) University of Kansas

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Phone: 518-442-5108

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

Loretta Pyles's research is concerned with global economic justice and the policies and community practice interventions that can facilitate it. Her inquiries are concerned with the resilience and resistance of individuals and communities facing the oppressions of racism/classism/sexism. This has included studies of informal economic strategies of survivors of gender-based violence and community organizing and civic engagement in African American communities in post-Katrina New Orleans. She is the author of Progressive Community Organizing: A Critical Approach for a Globalizing World (Routledge, 2009).
Blanca Ramos, Associate Professor, and Director, Baccalaureate Program
Doctoral (1997) University at Albany, State University of New York
E-mail: ramos@albany.edu
Telephone: (518) 442-5365

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.

Ronald W. Toseland, Professor and Director, Institute of Gerontology
Doctoral (1977) University of Wisconsin, Madison
E-mail: toseland@albany.edu
Telephone: (518) 442-5353

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 a number of 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); Toseland, R., Haigler, D., & Monahan, D. (Eds.) (2011). Education and support programs for caregivers: Implications for practice, research, and policy. NY: Springer; and An Introduction to Group Work Practice, 7th edition (Allyn & Bacon, 2012). He has published over 100 articles and book chapters, many of which address issues related to developing and leading support groups for family caregivers and interventions for frail and chronically ill older adults.
Zhyldyz (Jill) Urbaeva, Assistant Professor
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Specialization: Social Determinants of Health; Risky Health Behaviors; International Research

Jill Urbaeva will work with the Baccalaureate Program in developing the blended/online option for undergraduate students in more remote parts of our state.

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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.

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Specialization: Mental Health with Traumatic Stress focus, Substance Abuse and HIV

Starr Wood is interested in traumatic stress intervention and, in particular, how traumatic events impact human development along the lifespan in women and children. She has extensive experience and licenses in treating both mental health and addiction problems in the community. She advocates for the integration of dynamic, cognitive/behavioral and humanistic approaches. In addition to teaching in these areas of practice, Dr Wood has researched and published on challenges and innovations for delivering health care services to HIV+ substance abusers. She also assisted with writing the first national standards of care for providing health care and social services to substance abusers living with HIV and AIDS.
Jiang (John) Yu, Associate Professor  
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Specialization: Crime and crime control; substance abuse and addictions

John Yu has conducted research and published in a wide range of areas including crime and crime control, substance abuse and addictions, driving under the influence of alcohol and its recidivism, substance use among youth and college students, treatment service utilization among ethnic groups, and substance abuse early intervention for at-risk populations. He has more than 25 years of experience in the addictions field and has been Principal Investigator for numerous federally and foundation-funded projects working with the LGBT population, STD clinics, veterans, youth, the criminal justice population, and the Asian American community.