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SCHOOL OF SOCIAL WELFARE FACULTY ............................................................... 1
WELCOME!

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 27 in social work schools nationwide (U.S. News & World Report, 2016 Edition).

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 Office of Public Engagement, the School of Criminal Justice, the College of Engineering & Applied Sciences and the College of Emergency Preparedness, Homeland Security and Cybersecurity. The address is 135 Western Avenue, Albany, NY 12222.

All graduate social work courses are held on the downtown campus, primarily in Husted Hall. 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 Hall, 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

Students on assistantships will be provided office space. We also provide our students on assistantships with statistical software, either SPSS or STATA and wifi access. However, we do not provide our incoming students with computers or computer support.

As has been done on the main campus, IT Services and University Libraries have combined services in what is called IT Commons. This well-planned concept merges student computer access with library services to provide integrated services for our graduate students. Students looking for individual computers to use should go to the Dewey Graduate Library. Students also have access to an e-mail account, the library catalog, statistical software, word processing, spreadsheets, and graphics as well as printers.
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 (elasdabergman.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 https://library.albany.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 Campus Center, suite 130. 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 or from Mary Jane Books at 522 Washington Avenue, several 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.
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/social-welfare-phd-forms-documents.php. 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’ areas 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 Model Program Worksheet (Part II, pages: 10-17) 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/. 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Websites</td>
<td><a href="http://www.albany.edu/ssw/">http://www.albany.edu/ssw/</a></td>
</tr>
<tr>
<td>School of Social Welfare</td>
<td></td>
</tr>
<tr>
<td>SSW Doctoral Program</td>
<td><a href="http://www.albany.edu/ssw/Academic/phd-program.shtml">http://www.albany.edu/ssw/Academic/phd-program.shtml</a></td>
</tr>
<tr>
<td>Regulations and Requirements Governing the Doctoral Degree</td>
<td><a href="http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm">http://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm</a></td>
</tr>
<tr>
<td>UAlbany Libraries</td>
<td><a href="http://library.albany.edu/">http://library.albany.edu/</a></td>
</tr>
<tr>
<td>APA Citation Fox</td>
<td><a href="http://library.albany.edu/cfox">http://library.albany.edu/cfox</a></td>
</tr>
<tr>
<td>Know what plagiarism is</td>
<td><a href="http://library.albany.edu/usered/plagiarism/index.html">http://library.albany.edu/usered/plagiarism/index.html</a></td>
</tr>
<tr>
<td>UAlbany library tutorials online Research Involving Human Subjects</td>
<td><a href="http://library.albany.edu/infolit/students/tutorials">http://library.albany.edu/infolit/students/tutorials</a></td>
</tr>
<tr>
<td>Graduate Education</td>
<td><a href="http://www.albany.edu/graduate/">http://www.albany.edu/graduate/</a></td>
</tr>
<tr>
<td>Other Sites of Interest</td>
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<tr>
<td>National Association of Social Workers (NASW)</td>
<td><a href="http://www.socialworkers.org/">http://www.socialworkers.org/</a></td>
</tr>
<tr>
<td>National Association of Black Social Workers (NABSW)</td>
<td><a href="http://nabsw.org/">http://nabsw.org/</a></td>
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# NEED PROGRAM INFORMATION?

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
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</thead>
<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>Loretta Pyles <a href="mailto:lpyles@albany.edu">lpyles@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>
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</table>
PART II: THE DOCTORAL PROGRAM

The Program in Brief: Requirement Overview

COURSEWORK

- A total of 36 credits beyond the master’s degree are required to complete the Doctoral degree.

Required Courses

Proseminars
- SSW 823: Practice Theory (3)
- SSW 826: Policy Theory (3)
- SSW 862: Research Theory (3)
- SSW 863: Advanced Research 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 Part II, page 20 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.

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 up to 6 credit hours of internships and 6 credits of independent study courses toward the 36 credit hours 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. However, the transfer of credits from another University must be from a second master’s degree or post master’s credits before they can transfer into our Program.

**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.

**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, as outlined in Part II, page 21, entitled Language or Computer Proficiency.

**COMPREHENSIVE ESSAY**

The Comprehensive Essay is intended to measure the student’s mastery of the following subjects: 1) Social Policy; 2) Research; and 3) Social Work Practice (micro and/or macro). These three subject areas are defined generally by the content of the required proseminars. The Comprehensive Essay also provides a vehicle to examine the student’s mastery of a specialized subject matter. The essay, therefore, is a demonstration of the student’s knowledge and the ability for scholarly work and proceeding in the program. The essay also serves to further the student’s development of a dissertation topic.

**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-work;
  2. Satisfactory completion of the language or computer proficiency requirement;
  3. Satisfactory completion of the comprehensive essay.

- Once admitted to candidacy, students need to take only 1 dissertation credit per semester to maintain continuous registration. This credit, SSW 899, entitles a student to the status of a full-time student and loan deferment. It is not mandatory that you enroll in SSW 899 if you are in candidacy (i.e., you are welcome to take other relevant courses (the minimum requirement is 3 credits). However, you will not be considered a full-time student unless you are taking 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). Summer sessions registration cannot be accepted in lieu of registration for fall and spring sessions. A student who neither registers for each fall and spring session nor has received an official leave of absence is subject to termination unless good cause not to do so is shown by the student after notification of such pending action.

**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 Education.
## Doctoral Program Phases

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>PHASE II</th>
<th>PHASE III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
<td><strong>Advanced Courses and Tasks</strong></td>
<td><strong>Candidacy</strong></td>
</tr>
<tr>
<td>36 credits</td>
<td>Computer Proficiency</td>
<td>May now register for dissertation credits (1)</td>
</tr>
<tr>
<td>PT Minimum: 3 credits per semester; FT Minimum: 9 credits a semester</td>
<td>The language or computer proficiency requirement is usually fulfilled by successfully completing SSW 679 and SSW 687.</td>
<td>Dissertation Proposal</td>
</tr>
<tr>
<td>Statute of Limitation – 8 yrs.</td>
<td>Advanced Data Analysis (3)</td>
<td>1. Literature Review</td>
</tr>
<tr>
<td><strong>Proseminars (12)</strong></td>
<td>A third course in advanced data analysis covering topics not covered in the required statistics course sequence or covering topics in greater depth. Course requires Advisor approval. (D-3 form)</td>
<td>2. Methods</td>
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<tr>
<td>SSW 823 Practice Theory (3)</td>
<td>Advanced Research (3)</td>
<td>Proposal Defense (D-9 form)</td>
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<tr>
<td>SSW 826 Policy (3)</td>
<td>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. (D-4 form)</td>
<td>Dissertation Defense Announcement (D-10 form)</td>
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<tr>
<td>SSW 862 Research (3)</td>
<td>Electives</td>
<td>Dissertation Defense Results (D-11 form)</td>
</tr>
<tr>
<td>SSW 863 Advanced Methods (3)</td>
<td>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 6 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 up to 6 credit hours of internships and 6 credits of independent study courses toward the 36 credits hours required for graduation. With approval, students may apply up to 6 credits of graduate study from another university toward the 36 credits required for graduation. However, the transfer of credits from another University must be from a second master’s or post master’s credits before they can transfer into our program.</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Statistics (8)</strong>*</td>
<td>Comprehensive Essay (mandatory for all incoming students Fall 2018 &amp; beyond (See Part II, Page 22)</td>
<td>(D-5 form)</td>
</tr>
<tr>
<td>SSW 679 (4)</td>
<td>(D-5 form)</td>
<td></td>
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<tr>
<td>SSW 687 (4)</td>
<td>Set up Doctoral Committee for Comprehensive Essay (mandatory for students entering fall 2018 and beyond). (D-5 form)</td>
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<tr>
<td>*Two-semester statistical course sequences from other departments also fulfill this requirement: Biometry and Statistics, Criminal Justice, Educational and Counseling Psychology and Statistics, Sociology. (D-2 form)</td>
<td>Finalize Doctoral Committee (upon completion of Comprehensive Essay. (D-5B form)</td>
<td></td>
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<tr>
<td></td>
<td>Qualifying Exam/ Essay Information (option for students entering prior to Fall 2018) (D-6 &amp; D-7 forms) (See Appendix A)</td>
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</table>

**NOTE:** Students without an MSW are required to complete SSW620: Micro Practice I and SSW 600: Social Welfare Policy and Services. These courses do not count toward the 36 credits required for the Doctoral Program.
MODEL PROGRAM I

DOCTORAL PROGRAM

Full-Time Study For Students

First Semester (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<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>
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<tr>
<td>SSW 679</td>
<td>Statistics and Data Analysis I **</td>
<td>(4)</td>
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Second Semester (Spring)

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<thead>
<tr>
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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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Third Semester (Fall)

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<tbody>
<tr>
<td>___ ___</td>
<td>Advanced Data Analysis*</td>
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</tr>
<tr>
<td>___ ___</td>
<td>Advanced Research*</td>
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<td>___ ___</td>
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<td><strong>Total</strong></td>
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Fourth Semester (Spring)

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<td>___ ___</td>
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<tr>
<td>___ ___</td>
<td>Elective</td>
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<tr>
<td><strong>Total</strong></td>
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<td>(9)</td>
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</table>

Fifth Semester and Beyond

Dissertation – take SSW 899 doctoral Dissertation (post-candidacy only) (1)

*For students admitted fall 2005 semester and beyond
**See Section on Statistics
MODEL PROGRAM II

DOCTORAL PROGRAM

Full-Time Study for Students (Without a MSW)
First Semester (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SSW 600</td>
<td>Social Welfare Policy &amp; Services</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><em>(NOT counted toward the 36 required credits)</em></td>
<td></td>
</tr>
<tr>
<td>SSW 620</td>
<td>Micro Practice in Social Work I</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><em>(NOT counted toward the 36 required credits)</em></td>
<td></td>
</tr>
<tr>
<td>SSW 679</td>
<td>Statistics and Data Analysis I **</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>(10)</td>
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</tbody>
</table>

(Note: Students without a 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 a 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 (Spring)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SSW 826</td>
<td>Social Welfare Policy-Proseminar</td>
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<tr>
<td>SSW 687</td>
<td>Statistics and Data Analysis II **</td>
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Third Semester (Fall)

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSW 823</td>
<td>Social Welfare Practice Theory-Proseminar</td>
<td>(3)</td>
</tr>
<tr>
<td>SSW 862</td>
<td>Social Welfare Research- Proseminar</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Data Analysis</strong>*</td>
<td>(3)</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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</table>
### Part II: The Doctoral Program

#### Fourth Semester (Spring)

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSW 863</td>
<td>Application of Advanced Methods in Social Welfare Research-Proseminar</td>
<td>(3)</td>
</tr>
<tr>
<td>___ ___</td>
<td>Advanced Research*</td>
<td>(3)</td>
</tr>
<tr>
<td>___ ___</td>
<td>Elective</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>(9)</td>
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</table>

#### Fifth Semester and Beyond

<table>
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<th>Course</th>
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<td>___ ___</td>
<td>Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>___ ___</td>
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<td>(3)</td>
</tr>
</tbody>
</table>


*For students admitted fall 2005 semester and beyond

**See Section on Statistics
MODEL PROGRAM III

DOCTORAL PROGRAM

Full-Time Study for Joint MSW/Doctoral Students
ADVANCED CLINICAL CONCENTRATION

Joint MSW/Ph.D. Program Requirements
The joint MSW/Ph.D. program allows qualified students with no MSW to earn both degrees with just 86 credits (instead of the 95 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 (86 graduate credits, minimum):

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SSW 600</td>
<td>Social Welfare Policy and Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SSW 610</td>
<td>Human Behavior and Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SSW 620</td>
<td>Micro Practice I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SSW 630</td>
<td>Macro Practice I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SSW 650</td>
<td>Field Instruction I</td>
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<td><strong>Total</strong></td>
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</tr>
<tr>
<td>Spring</td>
<td>SSW 611</td>
<td>Human Behavior and Social Environment II</td>
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<tr>
<td></td>
<td>SSW 621</td>
<td>Micro Practice II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SSW 631</td>
<td>Macro Practice II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SSW 651</td>
<td>Field Instruction II</td>
<td>4</td>
</tr>
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<td></td>
<td><strong>Elective++</strong></td>
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<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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<tr>
<td>Fall</td>
<td>SSW __</td>
<td>Advanced Clinical Practice+</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SSW __</td>
<td>Advanced Clinical Practice+</td>
<td>3</td>
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<tr>
<td></td>
<td>SSW 752</td>
<td>Field Instruction III</td>
<td>4</td>
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<td></td>
<td>SSW 862</td>
<td>Social Welfare Research (Ph.D.Proseminar)</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td><strong>Elective ++</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
Part II: The Doctoral Program

Total (16)

**Fourth Semester (Spring)**

- SSW ___ Advanced Clinical Practice+ (3)
- SSW 753 Field Instruction IV (4)
- SSW 863 Applications of Advanced Methods in Social Welfare (Ph.D.) (3)
- SSW 826 Social Welfare Policy (3)

Total (13)

**Fifth Semester (Fall)**

- SSW 679 Statistics and Data Analysis I** (4)
- SSW 823 Social Work Practice Theory (Ph.D. Proseminar) (3)
- ___ ___ Advanced Research* (3)
- ___ ___ Elective (3)

Total (13)

**Sixth Semester (Spring)**

- SSW 687 Statistics and Data Analysis II** (4)
- ___ ___ Advanced Data Analysis* (3)
- ___ ___ Elective (3)
- ___ ___ Elective (3)

Total (13)

**Seventh Semester and Beyond**


* For students admitted fall 2005 semester and beyond
** See Section on Statistics
* Choose from any MSW courses classified as Advanced Clinical Practice
++Choose from any MSW courses; can be Advanced Clinical Practice, Advanced MACRO Practice or Elective
MODEL PROGRAM IV

DOCTORAL PROGRAM

Full-Time Study for Joint MSW/Doctoral Students

MACRO CONCENTRATION

Joint MSW/Ph.D. Program Requirements
The joint MSW/Ph.D. program allows qualified students with no MSW to earn both degrees with just 86 credits (instead of the 95 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 (86 graduate credits, minimum):

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td><strong>First Semester (Fall)</strong></td>
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<td>SSW 600</td>
<td>Social Welfare Policy and Services</td>
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<td>Micro Practice I</td>
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<td>SSW 630</td>
<td>Macro Practice I</td>
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<td>SSW 650</td>
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<td><strong>Second Semester (Spring)</strong></td>
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<tr>
<td>SSW 611</td>
<td>Human Behavior and Social Environment II</td>
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<tr>
<td>SSW 621</td>
<td>Micro Practice II</td>
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</tr>
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<td>SSW 631</td>
<td>Macro Practice II</td>
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<td>SSW 651</td>
<td>Field Instruction II</td>
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<tr>
<td>___ ___</td>
<td>Elective ++</td>
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<tr>
<td><strong>Total</strong></td>
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<td></td>
<td><strong>16</strong></td>
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<td><strong>Third Semester (Fall)</strong></td>
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<td>SSW 790</td>
<td>Human Service Organizations within a Changing Environment</td>
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<td>SSW 792</td>
<td>Community Building</td>
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<td>SSW 752</td>
<td>Field Instruction III</td>
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<td>SSW 862</td>
<td>Social Welfare Research (Ph.D. Proseminar)</td>
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<tr>
<td>SSW ___</td>
<td>Advanced MACRO Practice +</td>
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<td><strong>Total</strong></td>
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### Part II: The Doctoral Program

#### Fourth Semester (Spring)

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<tr>
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<td>Managing Systems in Human Service Organizations</td>
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<td>SSW 753</td>
<td>Field Instruction IV</td>
<td>(4)</td>
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<tr>
<td>SSW 863</td>
<td>Applications of Advanced Methods in Social Welfare (Ph.D.)</td>
<td>(3)</td>
</tr>
<tr>
<td>SSW 826</td>
<td>Social Welfare Policy (Ph.D. Proseminar)</td>
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**Total** (13)

| Graduate with MSW Hours | 60 Credit |

#### Fifth Semester (Fall)

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SSW 823</td>
<td>Social Work Practice Theory (Ph.D. Proseminar)</td>
<td>(3)</td>
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<tr>
<td>____</td>
<td>Advanced Research*</td>
<td>(3)</td>
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<tr>
<td>____</td>
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**Total** (13)

#### Sixth Semester (Spring)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>____</td>
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<tr>
<td>____</td>
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**Total** (13)

#### Seventh Semester and Beyond


*For students admitted fall 2005 semester and beyond
** See Section on Statistics
+Choose from any MSW courses classified as Advanced MACRO Practice
* *Choose from any SSW courses; can be Advanced MACRO Practice, Advanced Clinical Practice or Elective
### MODEL PROGRAM V
#### DOCTORAL PROGRAM
##### Part-Time Study

**First Semester (Fall)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SSW 823</td>
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</tr>
<tr>
<td>SSW 862</td>
<td>Social Welfare Research</td>
<td>(3)</td>
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**Total** (6)

**Second Semester (Spring)**

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<thead>
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<th>Course</th>
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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>
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**Total** (6)

**Third Semester (Fall)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>SSW 679</td>
<td>Statistics and Data Analysis I **</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>(3)</td>
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<tr>
<td></td>
<td>Elective</td>
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**Total** (10)

**Fourth Semester (Spring)**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tr>
<td></td>
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<td>(3)</td>
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<tr>
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<td>Elective</td>
<td>(3)</td>
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</table>

**Total** (10)

**Fifth Semester (Fall)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Data Analysis*</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Advanced Research*</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Total** (6)

**Sixth Semester and Beyond**


*For students admitted fall 2005 semester and beyond

**See Section on Statistics**
STATEMENT OF PROGRAM PURPOSE AND CURRICULUM 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 planned 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 courses for the doctoral degree consists of 36 credit hours. They can be completed within 3 years. Completing candidacy requirements and the dissertation will take additional time depending on the student’s progress. Students have 8 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 2 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 2 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 4 proseminars and 2 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 comprehensive essay 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 five 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. However, the transfer of credits from another University must be from a second master’s degree or post master credits before they can transfer into our program. 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.

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 advisor. 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. You may transfer in up to 6 elective credits from graduate courses you may have taken in another university, upon approval of the Doctoral Program Director. However, the transfer of credits from another university must be from a second master’s degree or post master’s credits before they can transfer into our Program. 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.

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 6 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.

Internships (See Part III, Page 2)

Independent Study (See Part III, Page 5)

Comprehensive Essay

Comprehensive Essay Overview
The Comprehensive Essay is intended to measure the student’s mastery of the following subjects: 1) Social Policy; 2) Research; and 3) Social Work Practice (micro and/or macro). These three subject areas are defined generally by the content of the required
Part II: The Doctoral Program

proseminars. The Comprehensive Essay also provides a vehicle to examine the student’s mastery of a specialized subject matter. The essay, therefore, is a demonstration of the student’s knowledge and the ability for scholarly work and proceeding in the program. The essay also serves to further the student’s development of a dissertation topic.

The Comprehensive Essay should be a maximum of 30-40 pages (not including reference pages) and the student has **15 weeks** to complete the essay from the time the Concept Paper is approved. The student must submit the D-5 form pre and post essay, as well as the completed essay to the Assistant Director of the Doctoral Program. The Committee will provide their decision within 4 weeks of the student submitting the essay (committee members have the discretion to postpone grading essays submitted during winter and summer intercessions. The student is required to notify the Doctoral Office in writing if this occurs). **If an essay is found to be unsatisfactory, a student in consultation with the Committee, will develop a plan for resubmitting the essay. After consulting with the Committee, the student has 8 weeks to complete and resubmit the essay to the Assistant Director of the Doctoral Program with the proper program form (D-5A form). The student is allowed only one (1) resubmission of the Comprehensive Essay.**

The Comprehensive Essay begins by the student selecting a topic, then writing the Concept Paper for the essay and finally writing the essay itself. The student who is NOT in candidacy but has completed coursework requirements may register for SSW 888 Readings in Social Welfare.

**Topic**
The topic of the Comprehensive Essay 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, theory, improvements of clinical, organizations or community practice, research methodology, and new syntheses or analyses of existing knowledge. These criteria prescribe no single type of investigation, methodology, or source material. They permit qualitative and quantitative studies.

**Concept Paper**
The student submits a concept paper stating the purpose and scope of the Comprehensive Essay. The concept paper and process should include:

- A student meets with the Essay Committee to discuss the topic and negotiate the scope of the essay with the Comprehensive Committee faculty, who review the concept paper with the student prior to approval.
- The concept paper is a narrative description (1-2 pages) of the student’s comprehensive essay topic.
- The concept paper begins with a statement of the problem or issue to be considered and its importance to social work.
- The concept paper includes a description of the selected theoretical approach.
- The student is responsible for providing both committee members with the concept paper and coordinating a meeting. Once approval by the committee is gained and the student submits the D-5 form to the Assistant Director, the student proceeds with the essay.
**Comprehensive Essay Details**

Once the concept paper has been approved, the student does not consult with the Comprehensive Essay Committee or submit a draft of the essay to committee members for their reactions. If the 15-week time limit is exceeded, the student fails the Comprehensive Essay.

The Comprehensive Essay is expected to be well written, concise, logical, well organized and a thorough treatment of the selected topic. The essay format must be double spaced, Times New Roman 12 point font, with 1 inch margins. The student must use correct APA format for in-text citations and the reference page. Details of the Comprehensive Essay content are as follows:

1. The student will select a social problem and demonstrate the ability to analyze it from a social work perspective, including the environmental, political, social, behavioral, economic, social justice, and cultural (dominate and sub-cultures) issues impacting the social problem.

2. The student will identify two theoretical frameworks and compare and contrast how they address the chosen social problem. The student is expected to critique both theories strengths, limitations and gaps for addressing the social problem.

3. The student will select one of the two theories identified above and conduct a literature review on the social problem that incorporates recent arguments in micro and/or macro practice and policy. The student will demonstrate knowledge of social, behavioral and social policy theories by describing the development of the theoretical approaches and their principles and techniques in helping people, groups or communities receive tangible services. The literature review should be interdisciplinary in nature, evaluate previously established research, while relating the body of knowledge to the selected social problem. It should present a critical analysis of the methods employed in empirical studies. The literature review should be organized by practice and policy sections. Each section should include an introduction/overview, categorical division of subject by argument, explanation of theoretical relevance, and conclusions about knowledge base which includes gaps, issues or theory.

4. The identified gaps in the literature review should result in a written specific area of inquiry.

5. The student will then select a Qualitative and a Quantitative methodological approach that links to your area of inquiry.

The following must be included for EACH methodology approach:
- Develop an in depth research design for each methodology;
- Must include appropriate design, sample, measures & variables;
- Data collection methods and/or procedures;
Part II: The Doctoral Program

- Setting, recruitment, and ethical considerations; and
- Data analysis strategy.

In explaining the methodology, the student will be able to discuss the strengths and weaknesses for each methodological approach.

6. Finally, the student will discuss the potential outcomes, practice, political and social implications, knowledge dissemination plans, and what impacts the research will have on advancing the social work field.
# Comprehensive Essay Rubric

<table>
<thead>
<tr>
<th>Domain</th>
<th>Specific Expectations</th>
<th>1 Not Present or Weakly Developed</th>
<th>2 Adequately Developed</th>
<th>3 Well Developed</th>
</tr>
</thead>
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<tr>
<td>Problem formulation</td>
<td>Presents a coherent argument for the significance of the problem.</td>
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<td></td>
<td>Provides evidence to support the significance of the problem.</td>
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<td></td>
<td>Proposes a clearly stated problem appropriate for empirical research.</td>
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<td></td>
<td>Articulates research questions(s) that will generate new knowledge to address the problem.</td>
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<tr>
<td>Context of Social Work Practice</td>
<td>Presents historical development of SW practice related to the problem.</td>
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<tr>
<td></td>
<td>Presents current SW practices related to the problem.</td>
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<tr>
<td>Context of Social Policy</td>
<td>Presents historical development of social policy related to the problem.</td>
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<td></td>
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<tr>
<td></td>
<td>Presents current social policy related to the problem.</td>
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<tr>
<td>Theoretical Frameworks</td>
<td>Compare and contrast how the 2 theoretical frameworks address the chosen social problem. The student is expected to critique both theories strengths, limitations and gaps for addressing the social problem.</td>
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<tr>
<td></td>
<td>Links theory to the problem selected.</td>
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<td></td>
<td>Demonstrates mastery of the two theoretical frameworks that informs the problem.</td>
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<tr>
<td>Research Literature</td>
<td>The student will select one of the two theoretical frameworks identified above to inform a literature analysis that incorporates recent arguments in practice and policy.</td>
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<td></td>
<td>Evidence that the student has conducted a comprehensive search of the scholarly literature.</td>
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<td></td>
<td>Presents the progression of research related to the social problem or issue.</td>
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<td></td>
<td>Presents interdisciplinary literature and a synthesis of the literature.</td>
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<td></td>
<td>Evaluates the sources employed in the review.</td>
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<tr>
<td></td>
<td>Presents a critical analysis of the methods employed in empirical studies.</td>
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</table>
The literature review is organized by practice and policy sections. Each section includes:
- an introduction/overview
- categorical division of subject by argument
- explanation of theoretical relevance,
- conclusions about knowledge base which includes gaps, issues or theory

<table>
<thead>
<tr>
<th>Domain</th>
<th>Specific Expectations</th>
<th>1 Not Present or Weakly Developed</th>
<th>2 Adequately Developed</th>
<th>3 Well Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Research Methods</td>
<td>Identifies a specific area of inquiry from the gaps in the literature review.</td>
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<td></td>
<td><strong>Selects a Qualitative and a Quantitative methodological approach</strong> that links to the area of inquiry.</td>
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<td></td>
<td>Develop an in-depth research design for EACH methodological approach that includes:</td>
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<td></td>
<td>• appropriate design, sample, measures &amp; variables</td>
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<td></td>
<td>Develop an in-depth research design for EACH methodological approach that includes:</td>
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<td></td>
<td>• data collection methods and/or procedures</td>
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<td></td>
<td>Develop an in-depth research design for EACH methodological approach that includes:</td>
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<td>• setting, recruitment and ethical considerations</td>
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<td></td>
<td>Develop an in-depth research design for EACH methodological approach that includes:</td>
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</table>
Part II: The Doctoral Program

<table>
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<tr>
<th>• data analysis strategy.</th>
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<tbody>
<tr>
<td>Strengths and weaknesses for each methodological approach is discussed.</td>
</tr>
</tbody>
</table>

| Potential outcomes for practice, *including* political, social, environmental, economic, social justice, and cultural (dominate and sub-cultures) implications are discussed. |
| Knowledge dissemination plans, and what impacts the research will have on advancing the social work field is discussed. |

<table>
<thead>
<tr>
<th>Overall Presentation of the Essay</th>
<th>Demonstrates good control of writing: Presentation is logical, well organized, and concise.</th>
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</thead>
<tbody>
<tr>
<td>Consistently provides support for assertions made.</td>
<td></td>
</tr>
<tr>
<td>Format: double spaced, 12 font, Times New Roman, with 1 inch margins; correct APA format for in-text citations and the reference pages.</td>
<td></td>
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</tbody>
</table>

**Total Score**

*Review Process:*
Identify either 1, 2 or 3 for each Specific Expectation item.
Please use ONLY number 1, 2, or 3 (Do not use .5 etc.)
Add the number of each Specific Expectation item for the total score (maximum total score possible is 99)

Student must pass 80% of the essay, thus they must have a total score of 79 or more points to pass.

FORMATION OF THE DOCTORAL COMMITTEE FOR COMPREHENSIVE ESSAY (mandatory for students entering Fall 2018 and beyond)
The student is responsible for obtaining agreements from faculty members to act as a Dissertation Chair and to serve on the Comprehensive Essay and Doctoral Committees. Both the chair and the 2nd committee member must be full time teaching SSW faculty.

Once students complete the 36 credits and required courses, they will be eligible for the comprehensive essay. The students are responsible for forming the Comprehensive Essay Committee of 2 members.

The committee should consist of the student’s Dissertation Chair and one other member. Both the chair and the 2nd member must be full time teaching faculty from the School of Social Welfare. The Comprehensive Essay is graded satisfactory/unsatisfactory and the student must receive a grade of satisfactory from both committee members to be considered acceptable. If the 2 members of the committee do not agree, the Director of the Doctoral Program will appoint an additional reader. The student must receive satisfactory to move into candidacy and the dissertation phase of the program.

The student must now submit a copy of the D-5 form to the Doctoral Program Office, completing the top portion of the form, including signatures of the faculty members and the date s/he will begin the essay. (This is extremely important for the monitoring of the 15 week time period by the Doctoral Program Office). The student will keep the original of the form for when s/he completes the essay.

When the essay is completed, the student will complete the bottom portion of the D-5 form, obtain the signatures of the 2 faculty members, the date the essay was completed, and submit the original of the form to the Doctoral Program Office.

Admission to Candidacy
Admission to candidacy requires that in addition to the general University requirements, the student has met the following requirements:
1. Satisfactory record in all required course work;
2. Satisfactory completion of the language or computer proficiency requirement;

The student may enroll for 1 dissertation credit (SSW 899) per semester to maintain registration while working on the dissertation. To be eligible for dissertation credit, the student must have completed all requirements except the dissertation. (The student will now complete the D-8 form). SSW 899 entitles the student to the status of a full-time student and loan deferment. It is not mandatory that you enroll in SSW 899 if you are in candidacy (i.e., you are welcome to take other relevant courses (the minimum requirement is 3 credits). However, you will not be considered a full-time student unless you are taking SSW 899.

Finalizing the Doctoral Committee
Once the comprehensive essay has been completed, the student will add a 3rd member to the committee. This member must be from outside the School. 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. An
exception may be made for an individual without an earned doctorate or full professorship to serve as an outside member of the Doctoral Committee (however, not the chair) 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.

The student now submits a D-5B Finalizing 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

Changes to Doctoral Committee Membership

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 Chair and the student, in consultation, will identify and invite an appropriate faculty replacement. The student will now submit a D-12 Change of Committee Membership form to the Doctoral Program Office. 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. (However, the student must have defended his/her dissertation proposal. If the student has not, then s/he must identify a new Chairperson among the School of Social Welfare full time teaching faculty.) 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.

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 Essay. The first step is the formulation of a Comprehensive Essay Committee.

Dissertation Proposal

The dissertation proposal includes a statement of the problem, research questions or hypotheses, study rationale or justification, theoretical framework, literature review, description of methodology, subject cooperation and human subject issues, analysis plan, potential applications, and relevance to social welfare. The comprehensive 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. Once revisions are complete, the student must complete and submit the D-9 form to the Doctoral Program Office.

**Dissertation**

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), 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 revisions 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 brought to the Dissertation Defense by the student. Once the student successfully defends the dissertation and all members of the Dissertation Committee have signed the form, the student submits the form to the Assistant Director of the Doctoral Program. If there are minor revisions, the Committee Chair holds the form until the changes are made and then submits it to the Assistant Director of the Doctoral Program.
Copyright and Dissertation

Copyright most certainly protects your dissertation as well as the quotations, photographs, music, diagrams, and any other works that you have included in your doctoral study. The decisions you make about copyright can directly affect the quality of your work, your ability to publish your dissertation and opportunities for building upon your years of research through your career. Attending to the fundamentals of copyright can be important for your scholarship, regardless of your discipline or field of expertise. The following website is recommended for students to learn and understand the copyright issues relevant to doctoral dissertations:
http://media2.proquest.com/documents/copyright_dissthesis_ownership.pdf

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 (on the following page) helpful in keeping track of their progress.

2. Each student is responsible for contacting faculty to be on his/her comprehensive essay committee. The student first obtains the agreement of a faculty member to serve as Chair of the Comprehensive Essay Committee. The Chair must be a full time teaching faculty member of the School of Social Welfare. The Doctoral Committee Chair then becomes the student’s Academic Advisor. In consultation with the Doctoral Committee Chair, the student then selects the 2nd member (who must also be a full time SSW teaching faculty member) and obtains an agreement from this faculty member to serve on the Committee. As soon as the student and the committee determine that the student is ready to begin the doctoral essay, the student will submit a copy of the D-5 Commencement of Comprehensive Essay form to the Assistant Director of the Doctoral Program. Upon completion of the comprehensive essay, the student will complete the bottom portion of the D-5 form and submit to the Doctoral Program Office. Doctoral forms are available on the SSW Website at: http://www.albany.edu/ssw/social-welfare-phd-forms-documents.php

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.

Candidacy Requirement: Students entering the program PRIOR to FALL 2018 choosing the older curriculum option, e.g. Qualifying Exam/Essay alternative for Candidacy Requirement, please refer to Appendix A of this Handbook.
## PROGRAM MONITORING

**Doctoral Program Worksheet for Advisors and Students**

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<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: Transcript Review. Submit D-2 Form.</td>
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<tr>
<td>3. Satisfactory completion of foreign language or computer proficiency requirement</td>
<td>SSW679 &amp; 687 or approved alternatives</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 Submit D-3 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 Submit D-4 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>
<td></td>
</tr>
<tr>
<td>7. Set up Comprehensive Essay Committee and begin the Essay.</td>
<td>Complete the upper portion of the D-5 form and submit a copy to the Doctoral Program Office.</td>
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<tr>
<td>8. Satisfactory completion of Concept Paper and Comprehensive Essay</td>
<td>Approved by student’s Doctoral Committee Submit D-5 doctoral form, completing the bottom portion of the form.</td>
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<tr>
<td>9. Select a third member to complete the student’s Doctoral Committee</td>
<td>This member must be from outside the School of Social Welfare. D-5B form.</td>
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<tr>
<td>10. Admission to candidacy</td>
<td>Submit D-8 doctoral form with advisor’s signature only. (The Assistant Director of the Doctoral Program will secure the Doctoral Program Director’s and Dean’s signatures.)</td>
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<tr>
<td>11. Dissertation Proposal</td>
<td>Approved by student’s Doctoral Committee Submit D-9 doctoral form</td>
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<tr>
<td>13. Dissertation Defense</td>
<td>Approved by student’s Doctoral Committee Submit D-11 doctoral form</td>
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</table>

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 comprehensive 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 students 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 of acknowledgement. These contributions may include such supportive functions as suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a computer program, and recruiting participants. 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 comprehensive 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 can 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

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.

What if I want to do an internship in my work setting?
Students may have 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 take 2 three credit internships. Only a total of 6 credits of SSW 854 are allowed for the first 36 credits. 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 online at: http://www.albany.edu/ssw/social-welfare-phd-forms-documents.php. 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 ITLAL or other teaching workshop
   (for students with more experience)
8) Plan for a student evaluation of the intern’s performance
9) Begin to develop a teaching portfolio

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

**PRACTICE INTERNSHIP (SSW 854)**

**SSW854: Practice Internship**

This purpose of a practice internship is to provide experience in practice settings to doctoral students under the guidance of an experience practitioner in conjunction with a faculty member. It provides opportunities to engage in a broad range of social work activities in agencies and community settings, and covers a wide range of knowledge and skills. 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
Part III: Frequently Asked Questions

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)?

Apart from required coursework, students 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) until you are in Candidacy. Possible independent courses are SSW 690 and SSW 760. Only a total of 6 credits of SSW 690 or 760 are allowed for the first 36 credits.

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. The Independent Study/Independent Research Form must be completed and submitted to the Doctoral Program Office once all of the signatures on the form are obtained. A short plan needs to be approved by a faculty member and approved by the student’s advisor. This plan must accompany the Independent Study Form that can be found at the following website: http://www.albany.edu/ssw/social-welfare-phd-forms-documents.php

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, The Independent Study/Independent Research Form must be completed and submitted to the Doctoral Program Office once all of the signatures on the form are obtained. A short plan needs to be approved by a faculty member and approved by the student’s advisor. This plan must accompany the Independent Study Form that can be found at the following website: http://www.albany.edu/ssw/social-welfare-phd-forms-documents.php

Students may take a minimum of 2 credits up to a maximum of 6 credits for SSW 690 and a minimum of 3 credits up to a maximum of 6 credits for SSW 760.
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?

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.

When may I take this course?

Students may take SSW 888 when they have completed all required course work and are writing their comprehensive essay. Students also must have the consent of their committee chairs to enroll in SSW 888. Chairs provide students with permission numbers for the course.

How many credits may I take?

A student may register for 3 to 9 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 3 credits to maintain continuous registration. Students who have not been admitted to candidacy will need to enroll for 9 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.”

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 (3.2.2) regarding post-MSW experience states:
The program documents that faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least two years post–master’s social work degree practice experience.

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.

The program (not the individual faculty member) may request a waiver from CSWE in cases of exceptional relevant experience that does not meet Standard 3.2.2.

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 the Associate Dean 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 Part 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.

The students 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. The form can be found at the following link: [http://www.albany.edu/hr/schedules-timesheets.php](http://www.albany.edu/hr/schedules-timesheets.php) This form must be completed and sent to the Office of Human Resources, UAB 300 at the end of fall and spring semesters.
**FAQ: Do I need to take 9 credits every semester if I have finished required courses and if I have an assistantship?**

Prior to admission to candidacy, graduate assistants must register for a minimum of 9 graduate credits each semester of the academic year to meet award eligibility requirements. Supported doctoral students in their last term prior to candidacy, may be allowed a reduced course load to conform with remaining program credit requirements. Note, however that such reduced enrollment will not cause the student to be certifiable as enrolled full-time. After admission to candidacy, certifiable full-time award eligibility and certification requirements can be met by registering for a minimum of 1 dissertation 899 unit. Therefore, if you have completed all required courses, and this generally implies that you are working on your comprehensive essay and expect to be in candidacy by the following semester, 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/assets/RCL_Form_2016.pdf](http://www.albany.edu/isss/assets/RCL_Form_2016.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, are in their last semester prior to candidacy 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 the Office of Graduate Studies. Check with your advisor, apply to the Doctoral Program Director who will notify Graduate Studies that an exception has been made. The Office of Graduate Studies will then inform the RF personnel office.
IMPORTANT NOTE: Students who enroll for less than 5 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). The Doctoral Program Office can provide you with the information you will need to request these 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.

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

University at Albany **Graduate Student Organization** has funding resources for dissertation expenses and travel related to research (up to $650) [http://www.albany.edu/gso/newsite/grants.shtml](http://www.albany.edu/gso/newsite/grants.shtml)

**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 scholarship awards to MSW and Doctoral students that can be used to offset expenses. Students are encouraged to self-nominate.

If you need additional statistical training to complete your research, a range of (generally summer) workshops are nationally provided, such as:

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

Other opportunities are circulated to students via email as they arise. The Doctoral Program Office will disseminate this information.
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 website for the Group for the Advancement of Doctoral Education at the following link: www.gade.org

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

FAQ: What’s a CV 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 CV, or curriculum vitae. The term itself is Latin, meaning the course (curriculum) of life (vitae). A CV is a way to organize and present information about yourself—for example, your education, professional experiences, presentations, and publications.

Because a CV 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 CV now so you can track your activities and accomplishments.

Although formats for CVs 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.
SAMPLE RESUME

BARBARA L. JONES
124 Grove Ave
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
Part III: Frequently Asked Questions


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
Part III: Frequently Asked Questions

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
Qualifying Exam/Essay (This option is only for students who entered the Program Prior to Fall 2018)

The Qualifying Examinations are given in three parts consisting of examinations covering the three 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 the Doctoral Program at least one month in advance. Examinations are graded pass/fail. Students must pass all three examinations to complete the 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. Students who have registered with the Disability Services Center may also request additional time. They will have the option of taking the exam at the Disability Services Center at the uptown campus or taking the exams with the other students on the downtown campus. However, they must notify the Assistant Director of the Doctoral Program when they sign up for the qualifying exam or at least three weeks prior to the exam date.

If a student fails an exam, it is recommended that s/he 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 Qualifying Examinations.

It provides a vehicle to examine students’ mastery of a specialized subject matter, which will be the focus of the dissertation.

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 Qualifying Examination, including the doctoral essay. The first step is the formulation of a Doctoral Committee.

Doctoral Committee

The student is responsible for obtaining an agreement from a faculty member to act as a Dissertation chair and to serve on the Doctoral Committee.

The student normally begins to form a Doctoral Committee after successfully completing the qualifying examinations. The student first obtains the agreement of a full time School of Social Welfare teaching faculty member to serve as Chair of the Doctoral Committee. The Doctoral Committee Chair then becomes the student’s Academic Advisor. In consultation with the Doctoral Committee Chair, the student then selects the remaining two members and obtains agreements from them to serve on the Committee. The 2nd member of the Doctoral Committee must also be a full time School of Social Welfare teaching faculty member and the 3rd member must be from outside the School of Social Welfare. 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. However, an individual without an earned doctorate or full professorship may serve as an outside member of the Doctoral Committee (however, not the Chair) if s/he or 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. 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

A single Doctoral Committee will oversee both the writing of the essay and all subsequent work on the dissertation. 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.

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 Chair and the student, in consultation, will identify and invite an appropriate faculty replacement. The student must then submit the D-12 Change of Committee Membership form to the Doctoral Program Office. 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 begins by the selection of a topic, then writing a prospectus for the essay and finally writing the essay itself. The essay should be a maximum of 20–25 pages. Students who have completed their coursework requirements may register for SSW 888 Readings in Social Welfare if they have met all 36 required credit hours, or students can take an independent study in 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.

1. **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.

2. **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 the scope of the essay (as presented in the prospectus) should clearly fall within the 20-25 page limit.
Appendix A

• 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.

3. 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, the 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. Once the essay is approved by the Doctoral Committee, the student must submit the D-7 Completion of Doctoral Essay (With Qualifying Exams) form to the Doctoral Program Office.

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.
SCHOOL OF SOCIAL WELFARE FACULTY

Lynn Warner, Dean & Professor
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Specialization: Substance Abuse and Mental Health Policy

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

Katharine H. Briar-Lawson, Professor & Emeritus Dean
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Specialization: Child and family welfare, poverty and unemployment, community collaboration and service integration

Keith Chan, Assistant Professor
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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 examine 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, Professor
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Specialization: Human Service Organizational Collaboration, Health and Mental Health

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

Anne E. Fortune, Professor
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Specialization: Short-term Treatment and Social Work Education

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

Eric Hardiman, Associate Professor and Director, MSW Program
M.S.W. (1993) University of Georgia, Athens
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Specialization: Mental Health
Eric Hardiman is interested in mental health peer support, consumer-provided mental
health services, psychiatric recovery, self-help, mental health service delivery,
homelessness and the history of social welfare institutions.

Julia F. Hastings, Assistant Professor
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Appendix B

Julia F. Hastings is an 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**

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Specialization: Mental health, schizophrenia, deafness.

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

**Lani Jones, Associate Professor**

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

Lani V. Jones has research interest in the area of evidenced based practice with a focus on Psycho-social 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.

**Heather Larkin Holloway, Associate Professor**  
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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**  
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Specialization: Social Welfare Policy, Poverty and Disparity, Cultural Competency, Mixed Methods Research Design

Catherine Lawrence is a poverty researcher with a social justice framework for scholarship. She is interested in the distribution of social goods and the causes and consequences of inequitable distribution. Her work has focused on U.S. income maintenance policy and changes to economic support for families with children since passage of the 1996 welfare legislation. This research includes exploration of the family formation and sexual reproduction agenda in the Personal Responsibility Act of 1996 and the subsequent marriage initiatives of the Bush Administration. She currently directs a Children’s Bureau Training grant project to develop training for culturally competency family-centered child welfare practice. Dr. Lawrence’s research perspective reflects a pragmatic approach to social science. She is committed to exploring useful ways to apply mixed methodologies to research questions when appropriate.
Hal A. Lawson, Professor
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Specialization: School-Family-Community Partnerships, Child Welfare, and Interprofessional 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
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Certificate (1997) Women and Public Policy, University at Albany
Ph.D. (2003) University at Albany
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Specialization: Child Welfare, Immigration, and Program Evaluation

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

Wonhyung Lee, Assistant Professor
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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
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Specialization: Alcohol and Drug Dependence Treatment, Mental Health Treatment

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

**Mary McCarthy, Lecturer, Director of the Social Work Education Consortium, Co-PI of the National Child Welfare Workforce Institute (NCWWI) and Director, Baccalaureate Program**

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Specialization: Child Welfare and Political Social Work

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

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

Robert L. Miller, Jr., Associate Professor  
M.S.W. (1994) University of Pennsylvania  
M.Phil. (1998) Columbia University  
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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.

Carmen Morano, Professor  
M.S.W. (1981) Barry University  
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Specialization: Community-based program design, implementation and evaluation; examining the intersection of formal and informal networks on service delivery systems and client/caregiver outcomes; Interprofessional education and practice

Carmen Morano joins the faculty at UAlbany in 2018 as Professor of Social Work. He is a John A. Hartford Faculty Scholar and was Founding Director of Silberman Aging: A Hartford Center of Excellence in Diverse Aging. Carmen’s research has focused on the use of network analysis to evaluate a caregiver support program, exploring the impact of volunteerism on participant well being, and implementing community-based models of transitional care. He is currently focused on evaluating the impact of interprofessional education on collaborative practice and patient level outcomes and published; Perspectives on Interprofessional Education and Practice, (NASW Press, 2017) Morano, C. (Éd).
Appendix B

Sarah Mountz, Assistant Professor
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Specialization: Child welfare and juvenile justice involved youth; LGBTQ youth and families; feminist, qualitative and community based participatory (CBPR) research methods; critical pedagogy and social justice in social work education.

Sarah Mountz’ research focuses on the experiences of LGBTQ youth in child welfare and juvenile justice systems, and among homeless youth populations. Her most recent research project, From Our Perspectives, used a community based participatory research (CBPR) framework to look at the experiences of LGBTQ former foster youth in Los Angeles County through qualitative interviewing and photovoice methods. Participants’ photos were featured in a traveling art installation that participants helped curate, as well as on an interactive website, and in a mini-documentary series.

Previously, Mountz’ dissertation research used life history interviewing to explore the experiences of queer, transgender and gender expansive young people in girls’ juvenile justice facilities in New York State with attention to how the intersection of gender identity and sexual orientation, age, race and ethnicity informed their trajectories into and out of the juvenile justice system. She is particularly interested in LGBTQ and other youth activism and organizing.

Loretta Pyles, Director, Doctoral Program & Professor
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Ph.D. (2005) University of Kansas
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Specialization: Economic Justice, Gender-based Violence, Disaster and Social Inequality, Community Organizing

Loretta Pyles' 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).
Salome Raheim, Professor
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M.A. Integrative Health and Healing (2014) The Graduate Institute
Ph.D. (1990) The University of Iowa
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Specialization: Integrative body-mind-spirit social work and holistic engagement in social work education and practice; organizational processes to increase diversity, equity, and inclusion; micro and macro interventions to promote social justice.

Dr. Salome Raheim, PhD, ACSW came to UAlbany in January 2017 from the University of Connecticut School of Social Work where she holds the distinction of Dean Emeritus, having led the school for seven years, and served as Founding Co-director of the Bioscience CT Health Disparities Institute. Previously, she was Director of the School of Social Work and Senior Associate to the President at the University of Iowa. She is the only African-American to lead each of these schools of social work. Dr. Raheim has experience in the continuum of social work practice from psychiatric social work to administration and community organizing. Her scholarship has examined microenterprise as an economic empowerment strategy for persons with low incomes; addressing disparities in child welfare; creating equity in organizations; and advancing integrative mind-body-spirit social work education and practice. A leader in social work and social work education, Dr. Raheim has received many honors, including the 2015 NASW Foundation Social Work Pioneer Award.

Blanca Ramos, Associate Professor
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Specialization: Social Work Practice, Mental Health, Cultural Diversity, Cross-Culture Social Work and Immigrants

Blanca Ramos' scholarly interests are centered on cross-cultural social work, gerontology, and domestic violence with a focus on US Latinos. Dr. Ramos holds an affiliate appointment in the Department of Latin American and Caribbean Studies. She teaches courses on clinical social work, diversity, immigrants, Hispanic cultures in the U.S., and research in Latino communities. Her international work includes partnership building with higher education institutions and communities and with the national association of social workers in Peru. Dr. Ramos serves on a variety of local, regional, and national boards and commissions and has extensive experience as a practitioner and community organizer. Blanca Ramos is past First Vice President of the National Association of Social Workers (NASW) and has served in the National Board of the Institute for the Advancement of Social Work Research. She is a current member of the editorial board of Social Work and the NASW National Committee on Inquiry. She is originally from Lima, Peru.
Victoria M. Rizzo, Associate Professor
M.S.W. (1990) School of Social Welfare University at Albany

Specialization: Aging and chronic illness; interprofessional education and practice; health care policy

Victoria M. Rizzo has used her extensive social work practice in health care experience to develop and implement health and social services research in the area of chronic illness and aging. She has received funding from various sources to examine the impact of interventions including social workers on older adults coping with chronic illnesses, elder abuse, and the demands of informal caregiving. Embedded in delivery systems, her research examines the efficacy and efficiency of the interventions they provide to older adults. The studies she conducts inform and integrate social work research, education, and practice to ensure: (1) interventions meet the needs of diverse populations of older adults as identified by older adults and the delivery systems that serve them; (2) evidence-based interventions are supported and evaluated by delivery systems; (3) student education recognizes that the integration of research, education, and practice is essential to practice excellence; and, (4) the findings have the potential to influence health care policy, transform social work practice, and positively impact population health, satisfaction with care, and costs.

Ronald W. Toseland, Professor and Director, Institute of Gerontology
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Specialization: Gerontology and Social Work Practice

Ronald Toseland is interested in applied gerontological research and research on clinical social work practices and group work. He is the author and co-author of 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 works with the Baccalaureate Program in developing the blended/online option for undergraduate students in more remote parts of our state.

Starr Wood, Associate Professor
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Ph.D. (2000) Smith College
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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, Center for Addictions Research
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Ph.D. (1990) University at Albany, Sociology
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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.