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Brief Description of the Doctoral Program
The doctoral program began in 1993 and to date has admitted 132 students and produced 87 graduates. Prior to 2013, students were accepted into either the PhD program (i.e., students who had completed an MSW or related degree) or the MSW/PhD continuum (i.e., students who were pursing an MSW in conjunction with their doctoral studies); effective 2013, new admissions are accepted only into the PhD program.) The primary goal of the doctoral program is to produce social work scholars and educators who are prepared with the knowledge base and skills to seek careers in academic and research settings. This knowledge and these skills focus on planning and evaluating social interventions and contributing to and disseminating tested theory. The doctoral program brings together a highly select group of students and social work faculty to address matters related to the conduct of basic and applied evaluative research into key health and human service issues.

Program mission. The mission of the doctoral program as accepted by the Faculty Senate is given below:

The Doctoral Program prepares graduates for careers that make a significant impact in a social or health problem area through scholarship related to social intervention with vulnerable populations. Students achieve this goal by developing substantive expertise; acquiring skills in teaching, writing, and research methods; and pursuing research funding, making presentations, and writing for publication. (Adopted by the Faculty Senate February 23, 2012)

Social intervention: Organizing theme of the program. When planning the doctoral program, the faculty chose social intervention as the organizing theme around which to create the program and curriculum. During a subsequent self-study, the faculty reviewed and reaffirmed their commitment to social intervention as the organizing theme, as stated below:
Based on an analysis of the current status and trends in doctoral education in social work, an assessment of professional social work practice and community needs, and a review of faculty resources in the School of Social Work and across the University campus community, the School chose an explicit organizing theme for guiding the development of its doctoral program, focusing student recruitment activities, and coordinating and developing faculty resources: social intervention. Social intervention is defined as those policy, program, and direct practice interventions related to the "enhancement of social competency and functioning and/or the solutions to social problems that affect the ability of people to meet life demands and realize their potential for growth, health, and adaptive social functioning (Germain & Gitterman, 1986; Hartman & Laird, 1983; Pincus & Minahan, 1973)." This perspective is distinguished by two features, each related to the primary theme of social intervention:

a) An emphasis on theoretically grounded analysis of social needs and problems and testing and elaborating theory through the evaluation of social interventions

b) The recognition of the interdependency among levels of analysis and intervention in planning and implementing social interventions

Such an organizing perspective assumes the design of social interventions in accord with the mission and values of the social work profession. An important aspect of this mission is strengthening the fit between human needs and environmental and social resources and supports through empowerment and enablement within a value framework that respects the worth and dignity of all people and their need for self-determination.

In selecting social intervention as the doctoral program’s organizing theme, the faculty expresses its desire that the program encompass the entire field of social work and social welfare, whether at the level of policy, program, or direct practice. The faculty has also chosen "social intervention" as the primary focus because of the paramount need in social work to advance empirically based theories of intervention, and because the evaluation of social interventions can be conducted in such a way to test both explanatory and practice theory. Social intervention provides a framework for inquiry in all fields of social work practice; it also expresses the conviction of the faculty that levels of intervention are interrelated and cannot be viewed separately from one another. Although providing a definitive program perspective, this theme allows students considerable latitude in designing and tailoring programs of study that are responsive to their particular areas of interest.

(Revised and approved by the Faculty Senate on February 23, 2012)
Educational Objectives

**Goals and objectives.** Graduates of the doctoral program will be prepared to engage in theory construction, research, and teaching. Graduates are expected to be well prepared in the following areas as evidenced by the related competencies:

1. **Building, testing, and refining explanatory and practice theory and will be able to:**
   - 1.1 synthesize and summarize the literature in a substantive area;
   - 1.2 explain practice perspectives in a substantive area;
   - 1.3 develop and test explanatory models of human behavior related to a substantive area; and
   - 1.4 critically examine and explain major theoretical, methodological, policy, and practice issues in a substantive area, including developments over time and future directions.

2. **Designing theoretically grounded social interventions and will be able to:**
   - 2.1 conceptualize a theory of change (e.g., logic or other model with malleable mediators) for an intervention in a substantive area;
   - 2.2 translate explanatory theories and theories of change into sequenced practice activities; and
   - 2.3 develop an intervention manual.

3. **Assessing the effects of planned social interventions and will be able to:**
   - 3.1 design an intervention research project, including the selection of appropriate sampling, measurement, and analysis strategies;
   - 3.2 use research tools for theoretically grounded evaluation of interventions within a substantive area of interest;
   - 3.3 analyze and address ethical issues and dilemmas, including informed consent, faced by researchers and practitioners;
   - 3.4 explain potential theoretical, policy, practice, and research implications of findings from intervention studies, including issues affecting minority and disadvantaged groups;
   - 3.5 evaluate alternative research designs as tests of theory; and
   - 3.6 use results of research to refine social interventions.

4. **Disseminating and translating research findings for student, public, and professional audiences and will be able to:**
   - 4.1 write publishable research manuscripts and make professional presentations that effectively and accurately convey the findings and the policy, practice, and ethical implications of intervention studies; and
   - 4.2 use the results of research to advance theory development, guide policy, and improve practice.

5. **Teaching at the BSW or MSW level in a social work program and will be able to:**
   - 5.1 describe the history, philosophy, and organization of social work education;
   - 5.2 design, implement, and evaluate social work and social welfare curricula, including specific courses within such curricula; and,
5.3 identify and use evidence-based instructional techniques in social work education.

By providing education and research opportunities that are focused on expanding the frontiers of knowledge and addressing issues central to societal well-being, the program seeks to carry out the University’s mandate to develop carefully selected graduate students into scholars and educators who are both qualified and motivated to continue the pursuit of knowledge.

Need and Demand for the Program
The doctoral program at UNC Chapel Hill was designed to contribute to the field of social work by (a) satisfying the growing need for social work educators and researchers in graduate and undergraduate social work programs across North Carolina and the nation; and (b) meeting the critical demand for highly trained researchers who have the ability to assume leadership positions and to contribute to the social welfare knowledge base on global, national, regional, state, and local levels. With the rapid changes in contemporary society, both in the United States and globally, social and economic problems and conditions have become increasingly more complex. Social work is foremost among the major professions that address these problems at the individual, family, community, and societal levels. The combined need for social work educators to train highly skilled social work practitioners and for social work researchers to conduct research on key social problems toward developing and evaluating social interventions has never been greater.

The demand for doctoral graduates continues to grow as more social work programs are established across the country. Over the past 30 years, the number of doctoral-level social work programs has grown tremendously, with more than 80 doctoral programs worldwide (GADE, 2013). The doctoral program at UNC Chapel Hill is one of only 13 in the Southeastern United States, and the only social work doctoral program in North Carolina. Among contiguous states, doctoral programs in social work are located at the University of South Carolina, Norfolk State University (VA), Virginia Commonwealth University, and the University of Tennessee.

In addition to doctoral programs, the CSWE recognizes 471 accredited bachelor’s level (BSW) and 208 MSW programs, with over 40 other programs in candidacy for accreditation (as of February 2011). There are 22 BSW and 11 MSW programs in the state of North Carolina (CSWE, 2012). Currently, a shortage exists of doctoral graduates to fill faculty positions in these BSW and MSW programs (Anastas & Kuerbis, 2009), and many of these institutions require professors to hold the Doctorate in Social Work to be eligible for tenure and promotion. Therefore, the need for PhD programs such as the social work doctoral program at UNC Chapel Hill is definite and immediate.

The United States is confronted with a number of socioeconomic, demographic, and environmental changes resulting in the need for a range of social and health services. With an economy attempting to recover from a nationwide recession, slowly declining unemployment rates, unprecedented demographic shifts, and changes in family structures, the demand for highly skilled, culturally competent, adaptable social workers is great at all levels of the social system.
Effectively addressing these societal changes requires a sophisticated understanding of the underlying dimensions and causes of social problems, the design of effective interventions, the careful assessment of intervention and program outcomes, and the capacity to interpret and disseminate research findings to taxpayers, policymakers, consumers, and other stakeholders. Likewise, a strong need exists for leaders who can translate research findings into effective programs. The translation of research to practice requires the ability to understand the research process and the vision to apply findings to new and existing programs. Finally, these leaders must evaluate the effectiveness of new programs to provide optimum services and to continue to secure funding. Social work doctoral graduates with expertise in research and understanding social problems are essential for addressing these needs, further illustrating the ever-increasing demand for doctoral programs.

**Interdisciplinary Activities**
Although the doctoral program does not offer joint or dual-degree programs, the program is inherently interdisciplinary in that all students take electives in other social or behavioral science disciplines such as psychology, sociology, political science, anthropology, or economics, and in other professional schools such as law, education, public health, or nursing. These electives provide complementary research and theoretical perspectives to inform students’ areas of research. Because the School’s doctoral program requires students to invite at least one faculty member from outside the school to serve on their dissertation committee, our students are highly motivated to take a formal course or a directed studies course with a faculty member from another discipline who is an expert in their research area. Students from other departments and schools also enroll in our doctoral courses which increases the interdisciplinary nature of class discussions.

Several of our doctoral students have worked as research assistants with faculty in other departments and schools including the Schools of Medicine and Nursing, and the Gillings School of Global Public Health. Other students have held research assistantships with interdisciplinary research institutes and centers on campus including the Frank Porter Graham Child Development Center, the Cecil G. Sheps Center for Health Services Research, and the UNC Institute on Aging. In these endeavors, students study with nationally recognized experts across the UNC campus as well as at Duke University, meeting potential colleagues who are addressing similar issues from different perspectives.

Many of our doctoral faculty are involved with research centers and institutes affiliated with UNC Chapel Hill, and several are involved with research centers at sister schools such as Duke University. In addition, several faculty members coordinate dual- and joint-degree programs and certificate programs with other schools on campus and with Duke University.
THE CURRICULUM

The curriculum leading to the degree of Doctor of Philosophy in Social Work combines a core curriculum in social work and social welfare with outside coursework drawn from related disciplines, and includes thorough training in research methodology and data analysis. At the same time, the curriculum allows students reasonable flexibility in tailoring programs of study to their special area(s) of interest under the guidance of their doctoral advisor, chair person, and committee. Maximizing the opportunity for students to use the rich multidisciplinary resources and research opportunities at the University of North Carolina at Chapel Hill is a key feature of the doctoral program. Such an orientation assists in building a theoretical base and research expertise for formulating and testing explanatory and practice theory relevant to social intervention.

PROGRAM COMPONENTS

The minimum curriculum includes ten courses in the School of Social Work, including seven core courses, the research practicum, the teaching seminar/practicum, and the dissertation proposal seminar, with additional elective courses to accomplish other learning requirements. Students complete 45 credits of coursework (five semesters of three 3-credit courses each) in advance of their doctoral dissertation.

Students choose outside coursework and may guide the design of their research practicum to support their development in a specialized area of study. The specialized area can be a field of practice (such as family services, child welfare, aging, health, or mental health), a practice method (e.g., administration, community organization, group work, case management, casework), or specific issues within either of these. Students may also combine a practice method and a field of practice for their specialized area, such as case management in mental retardation. In all components of the program, students use their assignments to further their scholarly inquiry, and to develop research questions and designs within their specialized area of study.

Transfer of Academic Credit

If a student has already taken and successfully passed a course substantively similar to a course that fulfills the program requirements, a request may be made for a transfer of academic credit. To request transfer of academic credit earned at a previous institution, or at this institution before admission to a degree program at the Graduate School, complete the Transfer Credit Recommendation Form at [http://gradschool.unc.edu/pdf/wtrnform.pdf](http://gradschool.unc.edu/pdf/wtrnform.pdf). (You can also find this form in the Appendix). In addition to completing this form, the student should provide (1) the syllabus for the transfer course being proposed for the corresponding UNC-CH course; (2) a short narrative addressing the objectives and assignments of the transfer course and how those relate to corresponding UNC-CH course; and (3) an official transcript showing successful completion of the transfer course. The form includes a link providing additional information related to transferring academic credit. This information should be reviewed in advance of submitting the Transfer Credit Recommendation form for approval.
## Required Curriculum

Completion of 45 credit hours prior to advancing to candidacy, as follows:

<table>
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<tr>
<th>Category</th>
<th>Requirements</th>
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<tr>
<td>Social Work Courses</td>
<td>*SOWO 900 Conceptualizing Social Problems to Inform Interventions</td>
</tr>
<tr>
<td></td>
<td>*SOWO 910 Research Methods in Social Interventions</td>
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<td></td>
<td>*SOWO 911 Introduction to Social Statistics and Data Analysis (unless exempted)</td>
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<td></td>
<td>*SOWO 912 Research Practicum I</td>
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<td></td>
<td>*SOWO 913 Advanced Research Methods in Social Intervention / Dissertation Seminar (see details below)</td>
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<td></td>
<td>*SOWO 914 Measurement in Social Intervention Research</td>
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<tr>
<td></td>
<td>SOWO 915 Research Practicum II</td>
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<td></td>
<td>SOWO 916 Structural Equation Modeling (SEM)</td>
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<td>SOWO 917 Longitudinal and Multilevel Data Analysis</td>
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<tr>
<td></td>
<td>*SOWO 918 Applied Regression Analysis and Generalized Linear Models</td>
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<tr>
<td></td>
<td>+SOWO 919 Systemic Reviews and Meta-Analysis</td>
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<td>*SOWO 921 Qualitative Research Methods</td>
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<td></td>
<td>SOWO 922 Advanced Topics in Causal Inference: Propensity Score and Related Models</td>
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<td></td>
<td>*SOWO 940 Development of Social Intervention Models</td>
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<td>*SOWO 941 Teaching Seminar / Practicum</td>
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<tr>
<th>Courses Outside School of Social Work</th>
<th>At least two substantive/theory courses taken outside the School of Social Work.</th>
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<tr>
<td>Electives</td>
<td>Students may add as many electives as they wish.</td>
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<tr>
<td>Statistics Courses</td>
<td>In addition to required statistics, at least two advanced statistics courses are highly recommended.</td>
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<tr>
<th>Integrative Research Methods/Dissertation Seminar</th>
<th>SOWO 913: Usually taken in student’s fifth semester after two year residency requirement has been fulfilled and required courses have been completed.</th>
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<tr>
<td>Dissertation</td>
<td>Once students have completed all required course work, they enroll in SOWO 994 for 3 dissertation credits</td>
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* Denotes a required course.
+ Denotes a highly recommended course that may become a requirement.

### Grades:

- **H**  High Pass
- **P**  Pass
- **L**  Low Pass
- **S**  Making satisfactory progress
- **IN**  Incomplete
- **F**  Fail

The difference between “S” and “IN” is that “S” does not convert to an “F” after a year’s time. If “IN” is not changed within the year, it converts to an “F” and the student becomes academically ineligible to continue.
**Electives**

Students may select elective courses from within the School of Social Work or from other departments and professional schools within the university community. The intent of electives is to add to the student’s substantive and methodological expertise needed for completing the dissertation.

With proper approval, elective courses may include an independent study. The independent study should be designed to permit the student to do one or more of the following:

a) Explore broadly within an area of interest in order to define the specialized area of study;

b) Review the literature in depth within a defined specialized area of study;

c) Conduct some other type of focused inquiry within the specialized area of study that moves the student toward the dissertation.

Of note, SOWO 919, Systemic Reviews and Meta-Analysis, addresses these aims.

Students who wish to do an independent study elective must obtain and complete the planning form in the school or department in which they are taking the independent study and file it with the Doctoral Program.

**Competence in Research Methods and Analysis**

Students should build and demonstrate statistical and/or data analysis competence. This competence involves a working knowledge of descriptive and inferential statistics for social work research appropriate to each student's specialized area of study.

All students are expected to achieve basic competence in using both qualitative and quantitative methods of data collection and analysis, an understanding of the appropriate applications of each method, and an advanced level of expertise in one or the other. To develop this competence, students are required to take two advanced statistics courses and one qualitative methods course. Students are strongly encouraged to take two or more additional advanced statistical courses and most do.

Before the first year of study, students wishing to exempt the first level statistics course (SOWO 911) should discuss this with the SoWo 911 instructor and complete an exemption form. See section on Transfer of Academic Credit for details.

**Research Practicum**

The *Research Practicum* is three credit hours, which translates into 12 contact hours per week in one semester. Typically, students complete this course in the fourth semester of course work; they should have completed the first three semesters of the doctoral program before beginning the *Research Practicum*. If students develop a research practicum in conjunction with a research assistantship for which they are being paid, they are expected to spend twelve non-paid hours per week on the research practicum. With appropriate approval, students may tailor this practicum to their capacities and career goals, but they may not exempt it.
The intent of the Research Practicum is to prepare graduates for research performance and productivity. Students learn and practice the skills involved in various phases of the research process, first through apprenticeships to experienced researchers and later by initiating their own projects. These skills include development of research questions and methods; analysis and interpretation of data; application of findings; proposal writing; and preparation of scholarly publications. Potential settings include faculty research projects, agency-based projects, and university-community collaborations. Methods may be qualitative or quantitative or both. Possible projects include instrument development, secondary analysis of data, community needs assessment, program evaluation, and large-scale surveys. Preparation of a literature review alone is not a sufficient research practicum project. In completing their practicum, students are responsible for ethical conduct of research, as elaborated in the Graduate School Handbook (http://handbook.unc.edu/phd.html). Unless there is prior sanction for a project, all students must secure approval from the University Institutional Review Board before initiating a practicum dealing with human subjects.

Students document the process and their findings in a final product, which may include a manuscript – or a substantial portion of a manuscript (such as the methods or results section) – for publication, or in another suitable format approved by the research practicum Advisor.

**Research Practicum Objectives**

When developing their research practicum proposals, students clarify how they will use the opportunity to achieve some of the following objectives:

a) Build skills for research on social interventions;

b) Develop competencies for initiating and carrying out agency-based research in a mode of collaboration with practitioners;

c) Carry out developmental or preparatory steps of the dissertation project;

d) Add to their understanding of the complete research process; and/or

e) Develop skills in writing for publication and presenting in professional forums.

Students will achieve these objectives through engaging in some or all of the following activities in connection with an original or an existing research project:

a) Collaborate with other researchers and/or practitioners in the design and implementation of the research project;

b) Formulate research questions of theoretical and practical significance;

c) Design the overall research strategy for answering the research questions;

d) Develop appropriate data collection strategies;

e) Plan the data analysis;

f) Consider issues of diversity and discrimination in formulating the research questions and designing the study;
g) Describe the planned study in a complete research proposal;

h) Carry out the proposed data collection and analysis;

i) Interpret findings and discuss their implications for theory and practice; and/or

j) Write up findings in one or more publishable articles.

The student should talk with faculty about possible sites for the practicum and the breadth, depth, and type of research experience needed based on prior training and experience and career goals.

Guidelines

Timing and Prerequisites for the Research Practicum

Under normal circumstances, students will complete the research practicum in the fourth semester of coursework, and students should have completed the first three semesters of the doctoral program before beginning the research practicum. While we will consider other reasonable plans, we encourage following this sequence in order to gain the benefits of peer interaction and integration with coursework.

Prerequisites:
SoWo 900 Conceptualizing Social Problems to Inform Interventions
SoWo 910 Research Methods in Social Intervention
SoWo 911 Introduction to Social Statistics and Data Analysis (unless exempted)
SoWo 914 Measurement in Social Intervention Research
SoWo 918 Applied Regression Analysis and Generalized Linear Models
   (and other data analysis courses)
SoWo 921 Qualitative Research Methods

Credit Hours and Contact Hours

The research practicum is 3 credit hours, which translates into 12 contact hours per week for three credit hours in one semester.

Types of Research Practica

The specific character of the research practicum should depend on the student's background and training needs, career objectives, the availability of suitable research projects, and special conditions at the time the internship is undertaken. For students with prior research experience, the research practicum should provide for an expansion of research skills into new areas and/or a deepening of pre-existing skills.

Possible Settings

- Individual faculty research projects, especially university-community collaborations
- Agency based projects
If students develop their research practicum in conjunction with a research assistantship for which they are being paid, they are still expected to spend twelve non-paid hours per week on the research practicum.

**Possible Types of Projects**

Methods used in the practicum may be qualitative or quantitative, or a combination of both. Examples of possible types of projects include:

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<th>Instrument development</th>
<th>Participant observation in an agency or community</th>
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<tr>
<td>Secondary analysis of qualitative or quantitative data</td>
<td>Qualitative data collection regarding a specific intervention</td>
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<tr>
<td>Community needs assessments</td>
<td>Focus groups as a needs assessment or project planning tool</td>
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<td>Program evaluation design and/or execution</td>
<td>Ethnographic interviews</td>
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<td>Large scale surveys</td>
<td>Others</td>
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Students will initiate contact and negotiate the research practicum with their practicum supervisor in accordance with program criteria. Using the appropriate form (Sakai: Doctoral Program Resources / Resources), students will submit a brief proposal which should include:

- Identification of the research problem
- The research activities in which the student will engage
- Methodological procedures to be employed
- Anticipated product - including specification of the article title and journal to which the student might submit an article, which can be co-authored (if final product is an article)
- A discussion of how the proposed project meets the criteria and achieves the objectives for the research practicum

The supervising faculty member or on-site supervisor (if this person is not the supervising faculty member) must approve the written proposal before the student may register for this course. The supervising faculty member and/or on-site research supervisor, and the student, sign the Research Practicum Agreement, keep copies, and give a copy to the Doctoral Program Coordinator for the student’s file.
Supervision and Evaluation

The student, working with the faculty advisor, will identify an experienced researcher to supervise the practicum.

The responsibilities of the practicum supervisor are to: (1) review and approve the proposal; (2) meet regularly to review progress; and (3) evaluate the work in process or completed. The practicum supervisor will meet with the student as needed, to assess progress and congruence of the actual work with practicum criteria and objectives and the student's own learning objectives. The grade will be assigned by the practicum supervisor.

Guidelines for Intellectual Ownership

Students should discuss and negotiate intellectual ownership—that is, who controls and whose name is on any published products from the research practicum. A statement regarding the outcome of this discussion should be included in the proposal for the practicum.

Human Subjects Requirements

In situations in which students are dealing directly with human subjects, they will need to secure Institutional Review Board (IRB) clearance of their project, unless it is part of a larger project which already has IRB approval. IRB approval should be secured during the semester prior to initiating the practicum.
Students use this form to plan their Research Practicum. When approved, it is to be signed and dated, and a copy given to the Doctoral Program Coordinator to be placed in the student's folder in the Doctoral Program Office.

Student’s Name: _________________________________________________________________

The written proposal for the Research Practicum **must** be approved by the supervising faculty member or on-site supervisor. Some details of the proposal can be completed during the beginning of the Research Practicum.

1. What are your specific learning objectives in terms of research skills that you will gain from this practicum?

2. Describe the setting for the practicum and why you selected it.

3. What is the research problem/question on which the practicum will focus?

4. What methodology or methodologies will you employ?

5. What specific tasks will you carry out?
6. What product or products do you plan to complete by the end of the practicum (e.g. tested instrument, publishable paper*, proposal, meaningful portion of another product)?
   
a. If a published paper, who will the likely author or authors be, and in what order?
   
b. If applicable: Who controls the data products related to the practicum?

7. How does the proposed project achieve the objectives for the practicum?

8. When do you anticipate completing your Research Practicum? ________________________(date)

It is understood that SOWO 912 is 3 credit hours, which translates into 12 contact hours per week (not necessarily all of which will be on-site). In proposing the project, the student and supervisor should take these time limits into account when delineating the scope of the project.

Approved:___________________________________________________

On-site supervisor (date)

____________________________________________________________

Research Supervisor (if other than on-site supervisor) (date)

____________________________________________________________

Student (date)

____________________________________________________________

Associate Dean for Doctoral Education (date)

* You are not required to have submitted a publishable paper in order to receive a grade for the practicum.
Course Descriptions and Objectives
Course Description:

This PhD-level course focuses on the application and critical analysis of behavioral and social science theories and theory-driven research for understanding the etiology of social problems for purposes of social intervention.

Course Objectives:

Upon completion of the course, students are expected to be able to:

- Understand the application of the scientific process to social work research and practice, including the role of research and theory in evidence-based social work practice.

- Understand the reciprocal and dynamic links among theory, research, and practice.

- Understand distinctions among theories at different levels of abstractness and scope, as well as the distinction between explanatory theories and practice theories.

- Review specific examples of the use of conceptual frameworks for informing the development of explanatory substantive models for understanding social problems, and how these substantive models inform the development of social interventions.

- Identify a specific social problem, describe its incidence/prevalence and significance for social work intervention, and identify and critique relevant conceptual frameworks and substantive models that have been used to frame and inform understanding of the problem (explanatory theories).

- Understand the development and application of theories in the context of race, ethnicity, gender, age, socioeconomic status, and culture and history

Prerequisites: None
SOWO 910:
RESEARCH METHODS IN SOCIAL INTERVENTION
(Update April 9, 2012)

Course Description:

This PhD-level course provides an introduction to basic research processes and methods for use in planning, implementing, evaluating, and improving social interventions at the formative, summative and translational stages of program implementation and evaluation. Topics include outcomes monitoring, problem formulation, needs assessment, construct measurement, research review, human subjects’ protection, evaluation design, implementation integrity, data analysis, and the application of findings to practice improvement and theory refinement.

Course Objectives:

This course affords students an opportunity to gain knowledge about the following issues in social intervention research: Upon completion of the course, students are expected to be able to understand:

• The need for broadly inclusive processes to plan, implement, and evaluate social interventions at the formative, summative and translational stages of program implementation and evaluation, and how researchers' approaches to these processes can facilitate or impede research;

• The quantitative-comparative experimental (potential outcomes) paradigm that currently prevails in social intervention research;

• How various policy and implementation constraints sometimes necessitate the use of designs other than fully randomized experiments;

• Special legal and ethical issues pertaining to the protection of human subjects; and

• The need for culturally aware social intervention research that is responsive to the diversity of community values and preferences.

• The need for broadly inclusive processes to plan, implement, and evaluate social interventions at the formative, summative and translational stages of program implementation and evaluation, and how researchers' approaches to these processes can facilitate or impede research;

• The quantitative-comparative experimental (potential outcomes) paradigm that currently prevails in social intervention research;

• How various policy and implementation constraints sometimes necessitate the use of designs other than fully randomized experiments;

• Special legal and ethical issues pertaining to the protection of human subjects; and

• The need for culturally aware social intervention research that is responsive to the diversity of community values and preferences.

Students taking the course is expected to be able to:

• develop “well-built” research questions for estimating the causal impact of social interventions on desired outcomes for target populations;

• develop logic and other conceptual models to support proposed social interventions and explicate underlying theories of change;
• assess the validity and reliability of alternative qualitative and quantitative measures of constructs in conceptual models that guide social intervention research;
• understand basic aspects of data analysis, sample design and statistical power analysis;
• critically evaluate various experimental, quasi-experimental, and non-experimental research designs by identifying various threats to the validity of each design; and
• prepare an application for IRB approval of human subjects research
• develop “well-built” research questions for estimating the causal impact of social interventions on desired outcomes for target populations;
• develop logic and other conceptual models to support proposed social interventions and explicate underlying theories of change.

Recommended Prerequisites:

SOWO 510 or equivalent
SOWO 810 or equivalent
SOWO 911: 
Introduction to Social Statistics and Data Analysis
(Update April 9, 2012)

Course Description:
This PhD-level course is designed to explore basic statistical concepts related to the behavioral sciences and to provide instruction in the following topics: basic data analysis; construction and analysis of data tables; graphical analysis of data; knowledge and application of descriptive and inferential statistics; and knowledge and application of statistical software programs to analyze data.

Course Objectives:
Upon completion of the course, students are expected to be able to:

• Use a computing software package to create and analyze data relevant to social behavioral research;
• Understand a normal distribution and apply it to inference of a population mean by conducting univariate z tests and t tests;
• Know how to develop and to test alternative and null research hypotheses, understand Type I and Type II errors, and understand factors affecting statistical power;
• Understand the central limit theorem and other sampling theories and the application of this knowledge to assessing strengths and limitations of probability and nonprobability sampling strategies;
• Understand the chi-square distribution and apply it to the analysis of contingency tables involving two or more categorical variables;
• Understand correlation and apply it to the evaluation of associations between continuous variables;
• Know how to perform independent samples t test, paired t test, one-way between-subject analysis of variance (ANOVA), one-way within-subject ANOVA, and two-factor ANOVA;
• Know how to interpret results of statistical analysis and clearly and effectively communicate findings;
• Have general knowledge about nonnormal distributions (Bernoulli, binomial, exponential and exponential family, and multinomial) in preparation for advanced statistics courses; and
• Have general knowledge about matrix algebra in preparation for advanced statistics courses.
Course Description:

Students develop independent research competence through work on a research project under the direction of an experienced researcher.

Research Practicum Objectives:

When developing their research practicum proposals, students clarify how they will use the opportunity to achieve some of the following objectives:

a) Build skills for research on social interventions;
b) Develop competencies for initiating and carrying out agency-based research in a mode of collaboration with practitioners;
c) Carry out developmental or preparatory steps of the dissertation project;
d) Add to their understanding of the complete research process;
e) Develop skills in writing for publication and presenting in professional forums

Students will achieve these objectives through engaging in some or all of the following activities in connection with an original or an existing research project:

a) Collaborate with other researchers and/or practitioners in the design and implementation of the research project;
b) Formulate research questions of theoretical and practical significance;
c) Design the overall research strategy for answering the research questions;
d) Develop appropriate data collection strategies;
e) Plan the data analysis;
f) Consider issues of diversity and discrimination in formulating the research questions and designing the study;
g) Describe the planned study in a complete research proposal;
h) Carry out the proposed data collection and analysis;
i) Interpret findings and discuss their implications for theory and practice;
j) Write up findings in one or more publishable articles.

The student should talk with the faculty about possible sites for the practicum and the breadth, depth, and type of research experience needed based on prior training and experience and career goals.

Prerequisites:

SoWo 900 Conceptualizing Social Problems to Inform Interventions
SoWo 910 Research Methods in Social Interventions
SoWo 911 Social Statistics and Data Analysis (unless exempted)
SoWo 914 Measurement in Social Intervention Research
SoWo 918 Regression and other data analysis courses
SoWo 921 Qualitative Research Methods
Course Description:
In this PhD-level course, students build advanced competence in research design, data collection, and data analysis and statistics by analyzing exemplary social work research and presenting independent learning projects within specialized areas of study.

Students develop a draft dissertation proposal and prepare material for their comprehensive examination, completing independent learning projects that build substantive, theoretical, and methodological knowledge appropriate for their specialized areas of study.

Course Objectives:
By course end, students will be able to:

- Describe the stages of social research with particular emphasis on formulation of the research problem and an advanced research design.
- Describe critically the major conceptual frameworks, substantive theories, and research designs that inform their specialized area of study.
- Describe issues in study populations, sampling strategies and generalizability of findings in research in their specialized area of study.
- Identify ethical issues and dilemmas that pertain to conducting and reporting scholarly research in their specialized area of study, including human subject considerations.

Some of the activities by which students will meet these objectives include:

- Learn the requirements for preparing for the comprehensive examination, the dissertation proposal, and dissertation.
- Identify and critically review pivotal scholarly works and current intervention research in their specialized area of study.
- Develop strategies for forming and working with a dissertation committee.
- Meet with dissertation chair or doctoral advisor to review substantive focus, activity schedule, and timeline for completing the material for the comprehensive examination.
- Review the IRB requirements for review of research using human subjects.
- Develop material related to the comprehensive examination for critique by classmates and for review by the dissertation chair or doctoral advisor.
- Develop an activity schedule, including a timeline, for preparing for the comprehensive examination.
- Prepare a draft dissertation proposal (DP) outline that will be submitted to the dissertation chair for review.

Prerequisites:
SoWo 900 Conceptualizing Social Problems to Inform Interventions  
SoWo 910 Research Methods in Social Intervention  
SoWo 911 Introduction to Social Statistics and Data Analysis, or equivalent  
SoWo 914 Measurement in Social Intervention Research  
SoWo 940 Development of Social Intervention Models
SOWO 914: MEASUREMENT IN SOCIAL INTERVENTION RESEARCH
(Update April 9, 2012)

Course Description:

This PhD-level course focuses on the development of knowledge and skill in measuring social, psychological, environmental, and other factors related to intervention with individuals, families, groups, and organizations.

Course Goal:

Students will develop an understanding of qualitative and quantitative measurement strategies and issues.

Course Objectives:

Upon completion of the course, students are expected to be able to:

- Describe the theoretical, conceptual, and methodological foundations of qualitative and quantitative measurement;
- Develop and test theory-based scales, starting from a theoretically and empirically justified item pool;
- Conduct cognitive testing of potential scale items with representatives of an appropriate target audience and analyze the data;
- Conduct exploratory factor analysis using one or more basic statistics programs to identify and evaluate the factor structure of scales;
- Conduct confirmatory factor analysis to further support the validity of scales, and understand the implications of data characteristics on the choice of software and analysis strategies
- Evaluate the reliability and validity of quantitative indices and scales;
- Apply principles of measurement to research that involves issues of difference arising from culture, ethnicity, language, race, religion, sexual orientation, and other aspects of human diversity

Prerequisite:

SoWo 911 Social Statistics and Data Analysis, or permission from instructor.
In rare cases, if they choose, students may register for a second research practicum.
Course Description:

This PhD-level course was originally developed by Dr. Shenyang Guo. We will make use of much his syllabus, materials, and assignments throughout the semester.

Structural equation modeling (SEM) is a general statistical method that can be employed to test theoretically derived models. SEM is “a class of methodologies that seeks to represent hypotheses about the means, variances, and covariances of observed data in terms of a smaller number of ‘structural’ parameters defined by a hypothesized underlying model” (Kaplan, 2000). In this course, students will learn fundamental concepts and skills to conduct SEM, and know how to apply these techniques to social work research.

Course Objectives:

At the completion of the course, students are expected to be able to:

- Understand the fundamental hypothesis of SEM and its relationship to the specification, identification, and estimation of a structural equation model;
- Run path analysis and test mediating hypotheses using SEM;
- Conduct confirmatory factor analysis to evaluate measurement validity;
- Conduct structural equations with latent variables and apply the method to test/confirm a theoretically derived model;
- Understand statistical indices measuring goodness-of-fit of a model;
- Conduct multiple group comparisons with SEM to test moderating effects;
- Perform power analysis with SEM and know how to determine minimum sample size needed*;
- Understand basic concepts and skills to deal with interactions and quadratics in latent variables, and categorical variables*;
- Understand the linkage between SEM and hierarchical linear models, and conduct multilevel analysis and latent growth curve analysis with SEM;
- Understand strategies dealing with missing data.

*We will examine these concepts only if time allows.

Prerequisites:

Students are assumed to be familiar with descriptive and inferential statistics. A solid understanding of multiple regression analysis is a key. They should have statistical and statistical software background at least equivalent to that provided by SOWO919 (applied regression analysis and generalized linear models), SOCI209, PSYC282, EDUC284 (linear regression), or SOCI211 (categorical data analysis).
Course Description:

This PhD-level course introduces statistical frameworks, analytical tools, and social behavioral applications of three types of models: event history analysis, hierarchical linear modeling (HLM), and growth curve analysis.

Course Objectives:

Upon completion of the course, students
- will have a solid understanding of the challenges and problems in longitudinal and multilevel analysis.
- will know how to choose appropriate statistical analyses that best suit the type of data and research questions for a given study
- will be expected to be able to run, interpret, and communicate results clearly and effectively in writing based on the following models: life tables, Kaplan-Meier’s estimate of survivor function, discrete time model, Cox proportional hazard model, marginal models handling multilevel event data, two-level and three-level hierarchical linear models, growth curve analysis, and analysis of a categorical dependent variable using HGLM

Prerequisites:

Students are assumed to be familiar with descriptive and inferential statistics as well as multiple regression analysis. They should have statistical and statistical software background at least equivalent to that provided by SOCI209, PSYC282, EDUC284 (linear regression), or SOCI211 (categorical data analysis). Students without such prerequisites should contact the instructor to determine their eligibility to take this course.
Course Description:

This PhD-level course introduces statistical frameworks, analytical tools, and social behavioral applications of OLS regression models, weighted least-square regression, logistic regression models, and generalized linear models.

Course Objectives:

At the completion of the course, students are expected to be able to:

- Understand the type and nature of research questions and data that are suitable for regression analysis;
- Use Stata computing software package to manage and analyze data with the OLS regression model;
- Understand the Gauss-Markov theorem and the BLUE property of OLS, especially conditions under which BLUE does not hold;
- Have a solid understanding of the five assumptions embedded in the OLS regression;
- Know how to conduct statistical tests detecting violations of OLS assumptions (i.e., multicollinearity, heteroskedasticity, influential data and outliers, etc.);
- Know how to take remedial measures if harmful violations exist (i.e., weighted least-squares regression, etc.);
- Understand the type and nature of research questions and data that are suitable for the generalized linear models;
- Have a solid understanding of basic concepts of categorical data (i.e., odds ratio, relative risk, marginal probability, and conditional probability);
- Use Stata computing software package to manage and analyze data with the binary, ordered, and multinomial logistic regressions;
- Know how to interpret results of regression analysis and logistic regression analysis, and communicate findings to general audiences clearly and effectively in writing;
- Understand limitations of the regression and logistic regression models, and common pitfalls in using these models;
- Understand the basics of conducting a Monte Carlo study.

Prerequisite:

Students are assumed to be familiar with descriptive and inferential statistics. They should have statistical and statistical software background at least equivalent to that provided by SOWO 911. Students without such prerequisites should contact the instructor to determine their eligibility to take the course.
(Syllabus in progress)
SOWO 921
Qualitative Research Methods
(Update April 9, 2012)

Course Description:
This PhD-level seminar course introduces the application of qualitative research methods for social work research.

Course Objectives:
The student who successfully completes this course will be able to:

- Distinguish qualitative research from other research paradigms and understand the utility of qualitative research methods in intervention research;
- Define fundamental concepts of qualitative research including: interpretation, participant meaning, and context;
- Understand sampling and recruitment of participants and the ethical issues involved in qualitative research with vulnerable participants;
- Apply basic methods of study design, instrument development, data collection and data analysis, and writing qualitative research reports; and
- Understand rigor in qualitative research methods and critically appraise the rigor of qualitative research studies
- Distinguish qualitative research from other research paradigms and understand the utility of qualitative research methods in intervention research;
- Define fundamental concepts of qualitative research including: interpretation, participant meaning, and context;

The objective of this course is to provide an overview of the fundamentals of the use of qualitative research, particularly as it applies to intervention research. The focus of this class is on the development of skills used by qualitative researchers. Particular attention will also be paid to developing skill in the evaluation of qualitative research methods, designing rigorous, high quality studies, and the protection of vulnerable research participants in qualitative studies.
SOWO 922:
ADVANCED TOPICS IN CAUSAL INFERENCE: PROPENSITY SCORE AND RELATED MODELS

(Update April 9, 2012)

Course Description:

This PhD-level course focuses on advanced topics in causal inference by reviewing four recent methods developed for observational studies and evaluation of quasi-experimental programs. Class meets from 9:00 to 11:50 a.m. Fridays.

Course Objectives:

At the completion of the course, students are expected to be able to:

- Understand challenges posted by evaluation of quasi-experimental or observational data, contexts under which randomized experiments are infeasible, unethical, and expensive, and the importance of taking remedial strategies within such contexts;
- Understand differences, debates, and similarities between statistical and econometric traditions in developing analytical strategies to overcome challenges posted by quasi-experimental and observational data;
- Have a solid understanding of the Neyman-Rubin’s counterfactual framework and two fundamental assumptions: the strongly ignorable treatment assignment, and the stable unit treatment value. Understand Heckman’s critiques to the counterfactual framework and main features of the Heckman’s scientific model of causality;
- Understand the main features of Heckman’s sample selection and related models, and know how to implement the analysis with Stata;
- Understand the main features of propensity-score greedy matching and related models, and know how to implement the analysis with Stata;
- Understand the main features of propensity-score optimal matching and related models, and know how to implement the analysis with Stata and R;
- Understand the main features of matching estimators, and know how to implement the analysis with Stata;
- Understand the main features of kernel-based matching and related models, and know how to implement the analysis with Stata.
- Understand the main features of Rosenbaum’s sensitivity analysis to evaluate potential bias due to hidden selection, and know how to implement the analysis with Stata; and
- Know how to read, evaluate, and criticize evaluation studies.

Prerequisite:

Students are assumed to be familiar with descriptive and inferential statistics. They should have statistical and statistical software background at least equivalent to that provided by SOWO 918 “Applied Regression Analysis and Generalized Linear Models”. Students without such prerequisites should contact the instructor to determine their eligibility to take the course.
SOWO 940:
DEVELOPMENT OF SOCIAL INTERVENTION MODELS
(Update April 9, 2012)

Course Description:
This PhD-level course focuses on preparing advanced graduate students with the knowledge and skills needed to design and evaluate interventions that address social needs, problems, and conditions.

Course Objectives:
Students completing this course are expected to be able to:

• Identify and assess the social-environmental factors involved in defining a specific social need, problem, or condition;
• Analyze a social need, problem, or condition relevant to a particular population and identify appropriate interventions;
• Assess the theoretical and empirical support for alternative interventions that address a selected need, problem, or condition with a particular population;
• Describe and apply a logical sequence of research activities that guides the design, implementation, and evaluation of social interventions;
• Select and apply appropriate research methodology in developing a social intervention;
• Demonstrate awareness of the interplay of different levels of intervention and moderators such as age, class, culture, disability status, ethnicity, gender, language, race, religion, and sexual orientation in designing, implementing, and evaluating a social intervention;
• Generate hypotheses for guiding empirical inquiry for testing social interventions;
• Delineate effective strategies for collaboration between academic and practice communities in designing, implementing, and evaluating social interventions;
• Develop a NIH Exploratory/Developmental Research Grant (R21) proposal, including a treatment manual

Prerequisites: (may be waived by permission of the instructor)
SoWo 900 Conceptualizing Social Problems to Inform Interventions
SoWo 910 Research Methods in Social Interventions
SoWo 911 Social Statistics and Data Analysis (unless exempted)
SoWo 914 Measurement in Social Intervention Research
The Teaching Seminar/Practicum (SOWO 941, 3 credit hours) is required of all Ph.D. students except those with substantial teaching experience. Students will receive a total of three (3) semester hours of credit.

Course Description:

This PhD-level practicum provides a range of supervised classroom opportunities and seminars designed to prepare doctoral students for teaching in social work education.

Expanded Description:

The goal of this practicum is to familiarize aspiring professors with evidence based practices for instructional design and delivery in social work education. Students achieve this goal through a supervised learning experience with a teaching mentor and seminars on syllabus construction, learning objectives, instructional methodologies, strategies for evaluating student performance, and managing sensitive issues in the classroom. The seminars will also provide an opportunity for students to discuss their progress in the practicum and receive feedback from their peers and the instructor.

Course Objectives:

At the conclusion of this course, students should be able demonstrate the following at beginning levels:

- Knowledge of the history, philosophy, mission, organization, and curricular linkages of social work education at the baccalaureate (BSW) and master’s (MSW) levels
- An awareness of a personal preferred teaching style and knowledge of how to adapt teaching to the learning styles of students.
- The ability to design instructional activities (e.g., lecture, discussion, exercises) that help students gain understanding, knowledge, or skills in a particular social work area.
- The ability to implement these instructional activities and various educational methods in ways that facilitate, enhance, and amplify students' learning and skill development.
- A developing competence in the design, implementation, and grading of student evaluation methods for social work (e.g., papers, tests, presentations).
- An ability to assess and critique their own and their colleagues' teaching style, instructional methods, and general strengths and weaknesses as a social work instructor.

Exemptions:

A student who has taught at least two courses in an accredited school of social work (BSW or MSW level) in the five years preceding their matriculation as a Ph.D. student in social work, may request an exemption from Social Work 941 (Teaching Seminar/Practicum) by completing a course exemption form.
SOWO 994:
Doctoral Dissertation Credit

In semesters subsequent to the dissertation seminar, students continue to register for SOWO 994 for a variable number of credits in order to retain their status as full time students.

**STUDENTS MUST BE REGISTERED IN THE SEMESTERS THAT THEY TAKE THEIR COMPREHENSIVE EXAMINATION AND DEFEND THEIR DISSERTATION PROPOSAL AND FINAL DISSERTATION**
STUDENT EDUCATIONAL PLAN
DOCTORAL PROGRAM

________________________________________________________________________

Date of Admission Expected Graduation
Name Phone Email

Summary of Doctoral Program Requirements

SSW Doctoral Courses (completion of 45 credit hours prior to advancing to candidacy):

* SOWO 900 Conceptualizing Social Problems to Inform Interventions (3 credit hours)
* SOWO 910 Research Methods in Social Intervention (3 credit hours)
* SOWO 911 Introduction to Social Statistics and Data Analysis (3 credit hours)
* SOWO 912 Research Practicum I (3 credit hours)
* SOWO 913 Advanced Research Methods in Social Intervention / Dissertation Seminar (3 credit hours)
* SOWO 914 Measurement in Social Intervention Research (3 credit hours)
  SOWO 915 Research Practicum II (3 credit hours)
  SOWO 916 Structural Equation Modeling (SEM) (3 credit hours)
  SOWO 917 Longitudinal and Multilevel Data Analysis (3 credit hours)
* SOWO 918 Applied Regression Analysis and Generalized Linear Models (3 credit hours)
+ SOWO 919 Systemic Reviews and Meta-Analysis (3 credit hours)
* SOWO 921 Qualitative Research Methods (3 credit hours)
  SOWO 922 Advanced Topics in Causal Inference: Propensity Score and Related Models (3 credit hours)
* SOWO 940 Development of Social Intervention Models (3 credit hours)
* SOWO 941 Teaching Seminar/ Practicum (3 credit hours)

Electives:

• At least two substantive/theory courses (6 credit hours) taken outside the SSW
• At least two advanced methods courses after completing SOWO 918 (6 credit hours, taken in or out of SSW)

*Required courses
*Under consideration to be a required course

Additional Guidelines:

• Once students have completed all required course work, they may enroll in SOWO 994 for 3 dissertation credits.
• Students must have completed all course work (including incompletes) before they will be allowed to take their comprehensive examination.
• Students are required to take their comprehensive examination no later than the semester following completion of coursework. Students who do not meet this deadline will receive an “L” for SOWO 994. Students may defend their dissertation proposal at the same time as their comprehensive examination but they are not required to do so.
• Once students have advanced to candidacy, they must enroll for at least two semesters of dissertation credits SOWO 994 (3 credit hours each).

The following is a recommended course sequence for doctoral students. For students accepted before 2013 who are in the MSW/PhD continuum, please see the 2012-2013 Doctoral Program Manual for a recommended sequence and discuss it with your advisor. Students may take a course overload with permission of their advisor and the Associate Dean for Doctoral Education.
### 1st Year / Fall Semester (Semester 1)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Sem/Yr Completed</th>
<th>Transfer/Exemption*</th>
<th>Notes</th>
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<td>SOWO 900 Conceptualizing Social Problems to Inform Interventions</td>
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<td>SOWO 910 Research Methods in Social Interventions</td>
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<tr>
<td>SOWO 911 Social Statistics and Data Analysis (if exempted, take advanced statistics course or substantive/theory course)</td>
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### 1st Year / Spring Semester (Semester 2)

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<td>SOWO 918 Applied Regression Analysis</td>
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<td>SOWO 921 Qualitative Research Methods</td>
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<tr>
<td>Elective in substantive/theory area (SOWO 919, Systematic Reviews and Meta-Analysis, recommended)</td>
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### 2nd Year / Fall Semester (Semester 3)

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<td>SOWO 914 Measurement in Social Intervention Research</td>
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<tr>
<td>Elective in advanced statistics (e.g., SOWO 917 Longitudinal and Multilevel Data Analysis; HLM)</td>
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<td>Elective in substantive/theory area</td>
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By the end of the third semester, plan Research Practicum. At the beginning of the fourth semester, submit the signed Research Practicum agreement to the Doctoral Program.

### 2nd Year / Spring Semester (Semester 4)

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<th>Course</th>
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<th>Sem/Yr Completed</th>
<th>Transfer/Exemption*</th>
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<tbody>
<tr>
<td>SOWO 912 Research Practicum I</td>
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<tr>
<td>SOWO 940 Development of Social Intervention Models</td>
<td>3</td>
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<tr>
<td>Elective in substantive/theory area or advanced statistics (e.g., SOWO 916 Structural Equation Modeling; SEM)</td>
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By the end of the fourth semester, make arrangements for Teaching Practicum, begin to identify dissertation committee members, and complete Second Year Review with the Doctoral Program Committee.
3rd Year / Fall Semester (Semester 5)

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<th>Course</th>
<th>Credit</th>
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<td>941 Teaching Practicum</td>
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<tr>
<td>913 Advanced Research Methods in Social Intervention /Dissertation Seminar</td>
<td>3</td>
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<tr>
<td>Elective in substantive/theory area or advanced statistics (e.g., SOWO 922, Advanced Topics in Causal Inference)</td>
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By the end of the fifth semester, complete preparation for the comprehensive exam and dissertation proposal. The Research Practicum must be completed by the end of this semester if it was not completed earlier.

3rd Year / Spring Semester (Semester 6)

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<tr>
<td>994 Dissertation Credits</td>
<td>3</td>
</tr>
<tr>
<td>(Comprehensive Examination; Dissertation Proposal)</td>
<td></td>
</tr>
</tbody>
</table>

By the end of the sixth semester, complete the comprehensive examination and defend the dissertation proposal; these may occur at the same time, but are not required to do so.

Subsequent Semesters (Semesters 7, 8, and beyond)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>994 Dissertation Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must take a minimum of two semesters (total of 6 credit hours) of SOWO 994 in order to defend their dissertation; also, they must be enrolled in the semester in which they defend.

The Graduate School requires that students be enrolled in the semesters in which they take comprehensives and defend their dissertation.

Plan of Study Reviewed and Approved

FACULTY ADVISOR

ASSOCIATE DEAN FOR DOCTORAL EDUCATION

*Courses transferred into the program, independent study, and course exemptions or exceptions must be approved by the Associate Dean. List replacement courses for exempted courses on this form.

5/14/13
DOCTORAL COMPREHENSIVE EXAMINATION

WHAT'S PRESCRIBED BY THE GRADUATE SCHOOL

Following is what the Graduate School Handbook says about the Doctoral Examinations. http://handbook.unc.edu/phd.html

“A doctoral written examination, a doctoral oral examination, and a final oral examination covering the dissertation and other topics as required by the examining committee are required for doctoral degree completion.

The first two items together constitute a comprehensive examination of the student’s command of his or her field. If the student declares a minor, the student will be examined on the minor in at least one of the two doctoral examinations. Together they should:

• assess the extent and currency of the candidate’s knowledge in a manner that is as comprehensive and searching as the best practices of that field require;

• test the candidate’s knowledge of all transferred courses;

• discover any weaknesses in the candidate’s knowledge that need to be remedied by additional courses or other instruction; and

• determine the candidate’s fitness to continue work toward the doctorate.

The final oral examination is primarily a true defense of the dissertation. It may be open to the public, limited in attendance to the candidate and the committee, or a combination of the two. Questions that relate the dissertation to the field are appropriate.”

EXAMINING COMMITTEE

“A committee of at least five members is required. A majority of the members of a doctoral committee must be regular members of the UNC-Chapel Hill Graduate Faculty from the student’s major academic program. Other members may be special appointees to the Graduate Faculty. Doctoral programs are encouraged to include scholars from outside the program to serve as members of doctoral committees.” If a committee member is not a member of the UNC Graduate School faculty and a fixed-term appointment is required, the Doctoral Program Coordinator will complete the procedure.

The committee should be in place no later than the end of the student’s fifth semester of study. Each doctoral student is expected to consult with members of the dissertation committee at frequent intervals throughout the progress of his or her research and is required to submit a progress report to each member of the committee at least once a year. Although each committee member has an evaluative responsibility, it is expected that the process will be consultative and collaborative in nature. Frequent scholarly dialogue with committee members should characterize the dissertation process.

Academic programs determine the order of doctoral written and oral exams, but before the student may take the second exam (be it written or oral) he/she must have fulfilled, or will have fulfilled by the end of the semester in which the exam is to be taken, all required courses and the minimum residence requirement for the doctorate. Regarding the second doctoral examination of the dissertation prospectus, the Report of Doctoral Committee Composition Form (http://gradschool.unc.edu/pdf/wdcomm.pdf) must be submitted to and approved by the Graduate School before the examination. Provide this form to the Doctoral Program Coordinator for submission to the Graduate School.
Effective 2013, the School of Social Work Doctoral Committee modified the format and content of the comprehensive written and oral examinations. Pending final approval, the doctoral comprehensive examination will consist of three components:

1. **Day-long methods examination**: completed on-site at the School of Social Work, administered toward the end of January of the six semester of study (i.e., during academic Year 3, the month after completion of required coursework). Examination questions will address both fundamental and advanced methods related to the student’s area of interest. All students will take this examination at the same time.

2. **Written substantive examination**: written responses to up to five questions developed by the dissertation committee, compiled and approved by the dissertation chairperson, addressing theory, research design, interventions, evidence, and important, innovative areas meriting additional study related to the student’s area of social intervention research.

3. **Oral examination**: conducted within one month of the submission of the written examination, related to mastery of those same topics.

In most cases, the comprehensive examination will be completed during semester six (i.e., spring semester of Year 3, the semester after required coursework has been completed). Ideally, the student will:

- complete the day-long methods examination toward the end of January (Part 1);
- receive questions from the committee by the end of January, and submit written responses by the end of February (i.e., within one month after receiving the questions) (Part 2); and
- conduct the oral examination by the end of March (i.e., within one month after submitting the written responses) (Part 3).

**Content of the Written Examination**

The written examination will demonstrate the student’s capacity to respond to and integrate theory, methods, interventions, and evidence, and propose important areas meriting additional study, in the area of interest. As such, it will critically address an important social intervention in terms of the theoretical frameworks that have attempted to explain the problem, research strategies that have been used to examine the problem, relevant interventions and other research that have addressed the problem, evidence, implementation issues that complicate the uptake of evidence-supported interventions, and research and practice innovations that show promise to address the problem. The written examination should demonstrate a research-informed perspective and critical thinking; include content addressing oppressed populations; use empirical data extensively; and be carefully and clearly written, with style and citations consistent with the APA style manual. Page limits will be imposed to structure the students’ response in each area, and citations will be required to support the student’s responses.

In preparing for the written examination, it is expected that the student will review, compile, and develop material that serves as a foundation for the dissertation research project.
Process for Preparing for the Written Examination
While taking the dissertation seminar (SOWO 913, Advanced Research Methods in Social Intervention), the student will develop concise documents addressing theory, research design and methods, relevant interventions and other research that have addressed the problem, evidence, implementation issues that complicate the uptake of evidence-supported interventions, and important, innovative areas meriting additional study (based on a synthesis of the above areas) related to his/her area of study. During the semester, the student will review these documents with his/her Dissertation Chair, and obtain guidance as to necessary modifications. Modifications will be made, and the revised documents will be provided to the Chair and Dissertation Committee members by the end of the semester in which SOWO 913 is taken, for their consideration as they develop the examination questions.

The Oral Examination
The oral examination allows the student to convey his/her knowledge in a verbal presentation, and to respond to questions the committee members pose about the written examination. The student is expected to give a short presentation related to each area (approximately five minutes per question, not merely repeating the information as written), after which the committee members will pose related questions.

Timing of the Written and Oral Comprehensive Examination
The written and oral comprehensive examination will be completed no later than the end of the semester following the one in which the student completed his/her coursework. As noted earlier, each component of the process is allowed one month:
- provide documents to chair and committee members by December (i.e., at the completion of SOWO 913);
- receive questions from the committee by the end of January;
- complete written responses by the end of February (within one month after receiving questions);
- conduct the oral examination by the end of March (within one month after submitting the written responses).

Exceptions to this timeline may be allowed if cause exists, if approved of the Dissertation Chair and Associate Dean for Doctoral Education.

Criteria for Evaluating the Comprehensive Examination
The student and his/her committee should review the Comprehensive Examination Rating Form for specific guidance on the criteria that will be used to evaluate the examination. Parts 1 – 3 will be graded as “pass with distinction,” “pass,” or “fail.” This vote must be unanimous.

The student may fail one or more sections of the comprehensive examination (i.e., a section of the methods exam, written exam, or oral exam). If so, the committee will negotiate a written plan about what remediation will be required. The committee members and the student will sign the plan, indicating understanding and agreement. If the student fails any part of the examination a second time, he/she will be terminated from the doctoral program. This decision is subject to the normal appeals procedures of the School of Social Work and the university.

If the committee members agree that the student has passed the comprehensive examination, the committee and the student may go on to discuss the dissertation proposal in the same meeting, and if they agree, the committee may approve the dissertation proposal.

Failure of Comprehensive Examination
“*A graduate student who fails either a written or oral examination may not take the examination a second time until at least three months after the first attempt. The student should work with his*
or her academic program to identify areas needing additional emphasis and to establish an action plan to prepare for taking the exam a second time.

A student who fails an examination for the second time becomes academically ineligible to continue in The Graduate School.

When special circumstances warrant, a student made academically ineligible under the conditions stated above may be reinstated upon petition initiated through the student’s academic program. Students and academic program representatives must fill out the Request for Reinstatement to Graduate School Form (http://gradschool.unc.edu/pdf/wrenstmt.pdf). In addition, no student may continue in a program or take an examination a third time without approval by the Administrative Board of The Graduate School.” – http://handbook.unc.edu/phd.html (Failure of Examinations).

Examination Forms

“Immediately after each examination has been given, results should be sent to The Graduate School on the Doctoral Exam Report Form (http://gradschool.unc.edu/pdf/wdexam.pdf). If the report of the first doctoral oral shows that the dissertation prospectus has not been examined or that it has been considered but not accepted, a separate report must be filed with The Graduate School as soon as the prospectus is approved.” (http://handbook.unc.edu/phd.html)

When the student has scheduled the oral examination, he/she should pick up from the Doctoral Program Office or download from the Graduate School website the two Graduate School forms that record the written and oral comprehensive examination, the oral defense of the dissertation, and the committee composition. The student should type the requested information on the form before the examination.

After the examination, at which the committee members will have signed the forms, the student should return them to the Doctoral Program Coordinator for proper filing and forwarding to the Graduate School.

Including the Dissertation Proposal in the Comprehensive Examination

At the time the student takes the written and oral comprehensive examination, he/she may also submit and orally present the dissertation proposal so that it can be reviewed, revised, and approved by the committee along the same timeline. This is an option and not required, although it is recommended. Alternately, in consultation with their Chair, students may choose to schedule a second meeting with their dissertation committee to present and defend the dissertation proposal. The content of the dissertation proposal is described in the section of the manual dealing with the dissertation.

If students do not submit and orally present the dissertation proposal coincident with the comprehensive examination, the month during which the committee is grading the written examination is an opportune time to complete the dissertation proposal. Ideally, it could then be presented by the end of the semester, or no later than early the next semester (i.e., semester seven of the fourth academic year of study).
THE DISSERTATION

PURPOSE OF THE DISSERTATION

"The dissertation is the beginning of one's scholarly work, not its culmination. Dissertation research should provide students with hands-on directed experience in the primary research methods of the discipline, and should prepare students for the type of research/scholarship that will be expected of them after they receive the Ph.D. degree." (Council of Graduate Schools)

GUIDELINES FOR THE DISSERTATION

What follows is a general description of the way the dissertation is conceived:

"The doctoral dissertation should (1) reveal the student's ability to analyze, interpret, and synthesize information; (2) demonstrate the student's knowledge of the literature relating to the project or at least acknowledge prior scholarship on which the dissertation is built; (3) describe the methods and procedures used; (4) present results in a sequential and logical manner; and (5) display the student's ability to discuss fully and coherently the meaning of the results." (Council of Graduate Schools)

Within the context of our program, the dissertation should represent an original and independent piece of work contributing to theory and/or to the knowledge base for social work practice.

The question of originality. In its most general sense, "original" describes research that has not been done previously or that creates new knowledge. Although a dissertation should not duplicate another researcher's or scholar's work, the topic, project, or approach taken need not be solely that of the graduate student. The Chair or other faculty member should encourage a student to explore a particular topic or project with the idea that the student himself/herself will independently develop the "thesis" of the dissertation. The student should be able to demonstrate what portion of the scholarship represents his/her own thinking.

The question of collaboration. “In those disciplines where doctoral research efforts are typically part of a larger collaborative project, it is crucial that an individual student's contribution be precisely delineated. Whether the collaboration is between faculty and students or among students, Ph.D. candidates are expected to be able to demonstrate the uniqueness of their own contributions and to define what part of the larger work represents their own ideas and individual efforts." (Council of Graduate Schools)
In the context of the doctoral program of the School of Social Work, this means that the dissertation research may be part of a larger project, but the student should demonstrate in the dissertation proposal how the specific thesis or research question, and the development of the means of testing or answering it, are uniquely the student's own.

**INTENDED FEATURES OF A DISSERTATION IN SOCIAL WORK AT UNC-CH**

a) Related to the design and evaluation of social interventions; and

b) Contributing to the knowledge base for social work practice;

Examples:

Test of an intervention; or analysis of needs with a view to planning social interventions to address them; or analysis of characteristics of a target population with a view to planning social interventions in a way that will be useful and accessible to the population; or testing the effectiveness of organizational structures for service delivery; or historical analysis of a policy or intervention.

c) Incorporating attention to all three levels of intervention, though not necessarily in the research question;

d) Grounded in and adding to theory or theories relevant to the subject of study;

e) Flexible in terms of methods, which can include qualitative, quantitative, mixed methods, and/or historical methods, and can include secondary analysis of existing data; and

f) Including relevant content relating dissertation topic and findings to oppressed groups.

**Advice Regarding the Dissertation.** The first criterion for the scope of the dissertation is manageability; this will be difficult for the novice to judge, and the student will need to rely on the guidance of the Chair, with consultation from other committee members, for delineating a manageable scope to the dissertation project.

The second criterion is that the dissertation project leads to a significant contribution to knowledge, in the opinion of the Chair and the student's committee. A dissertation question should lead to answers that will make a difference, which will contribute something new that is also of use.
Policies Regarding the Dissertation

“The dissertation should be publishable, or the source of publishable materials.” (Council of Graduate Schools)

“Although the 'traditional' dissertation as a unified work with an introduction that states an objective, a literature review, a presentation of the methodology or procedures to be used, and a concluding discussion of results, should be respected, flexibility with respect to form should be permitted.” (Council of Graduate Schools)

“Whether the form of the dissertation is a monograph, a series of articles, or a set of essays, is determined by the research expectations and accepted forms of publication in the discipline, as well as by custom in the discipline and the student's program.” (Council of Graduate Schools)

Two formats will be acceptable for the dissertation in the School of Social Work:

a) The traditional "book-style" document which covers:

- Statement of problem
- Background of problem, review of literature and significance of the study
- Conceptual framework for the research
- Research questions or hypotheses to be tested
- Methods, including sampling, data collection, and method of analysis
- Results
- Discussion, conclusions and implications for practice and future research

b) An alternative style that includes the same content, but one or more of the topics can be presented in the form of manuscripts (typically three) suitable for and ready for submission for publication. Manuscripts could address the conceptual framework for the study, the methodology, and/or the research findings. The dissertation should be unified by chapters or appendices that present the rest of the required content, including an appropriate review of the literature, an expanded methods section, an overall synthesis of the research findings, and discussion of implications for practice and directions for future research. While this format may be more challenging, it should have the advantage of speeding up the process of publication of results.

Guidelines for preparation of a dissertation in this format are as follows.

- Each manuscript should be of the quality, length and format usually expected for publication in a peer reviewed journal.

- One or more research papers may be included. The papers must represent the work of the student alone, even if they will later be revised along with a collaborator, or in published form, have co-authors listed.

- Additional detailed results may be presented in appendices.

- There should be sufficient documentation of the research process to demonstrate the student's research competence.

- The synthesis chapter should provide (not necessarily in the following order):
→ An overview of the major research findings;
→ A discussion of the significance: the ways in which the research contributes to the field, that is, where it confirms previous work or breaks new ground, or the context in which the research should be placed, and the applications to practice the work suggests;
→ A discussion of the major strengths and weaknesses of the work; and
→ Directions for future research.

The synthesis should reflect the entire research agenda reflected in the dissertation; that is, it should synthesize across the individual papers.

At the time of the completion of the final dissertation proposal, the student, Chair, and committee will negotiate the final scope of the dissertation research and the format of the dissertation, based on the appropriateness of the selected format to the research question, the project, and the student’s publication plans.

**Two-Week Rule**
Faculty need a minimum of two weeks (and some may require more than two weeks given their commitments) to review a dissertation proposal. If you underestimate how long it will take you to have a well-edited version of your dissertation proposal and cannot keep the two-week rule, then you need to work with your Chair and Committee to reschedule your defense.
The Dissertation Process

As they apply to and enter the program, students are encouraged to begin defining their area of interest and the research questions they wish to investigate.

Each course assignment in required and elective courses has the potential for helping the student develop the dissertation proposal. The student should use his/her research assistantship (if practical), but definitely the research practicum, to complete the building the blocks for the dissertation. "The dissertation ought to be viewed as contiguous with course work, not remote from it." (Council of Graduate Schools)

By following these steps, the coursework and research experiences should come together in comprehensive examination, which consists of a full examination of the state of the art in theory, intervention, and research methods relevant to the research problem the student has chosen for the dissertation research.

Guidelines for Content of the Dissertation Proposal and Traditional Dissertation

<table>
<thead>
<tr>
<th>Dissertation Content</th>
<th>Proposal (approximately 20 pages)</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of problem</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Background (theory, conceptual framework, intervention context, and past research) and significance</td>
<td>Brief</td>
<td>Full</td>
</tr>
<tr>
<td>Conceptual framework</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Research questions and hypotheses to be tested</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Methods</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Design</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Sample</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Data collection</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Method and plan for data analysis</td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Findings</td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Interpretation and discussion</td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Implications for theory and practice</td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Strengths and weaknesses of the study</td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Directions for further research</td>
<td></td>
<td>Full</td>
</tr>
</tbody>
</table>

In the background and significance, interpretation and discussion, and/or implications for theory and practice, the student should consider the interrelationship among the policy, program, and practice technology relevant to the dissertation topic. The student should also include relevant content relating the dissertation topic and findings to oppressed groups.
Guidelines for Article Format for Dissertation

Historically, dissertations often became publishable books—the “coin of the scholarly realm.” Now that the emphasis on publishing in peer review journals has increased, and the availability of book publishing for single authored efforts has decreased, professional schools are increasingly encouraging students to write dissertations that more readily convert into published articles. This has been a strong tradition at the School of Social Work. There are several possible article-based dissertation formats. As with the classic dissertation format, plans to use this format must be discussed with your committee. The plans for each paper should be detailed in your dissertation proposal. Other considerations related to the selection of a paper-style dissertation are below.

Alternative Dissertation Format (3 Chapters)
♦ Review of scholarly literature written in article format.
♦ Science style (introduction, methods, results, discussion, references) version of methods development or of one aspect of results.
♦ Science style version of additional aspect of results.
♦ (May have appendixes with more detailed methods and results)

Alternative Dissertation Format: Additional Information
♦ An introductory “chapter” can explain how the articles relate to traditional chapters—
  o I.e., which elements of traditional chapters are emphasized in each article
  o The introduction may also clarify what content is duplicated
  o Conclusions “chapter” may be added to summarize the entire study
  o In addition to the three papers, fully completed front and back sections are required as part of the package that the committee reviews.

What the Alternative Dissertation Is Not
♦ Collection of any three articles developed during the course of doctoral study
♦ Substitute for doing a single major study of substantial breadth and depth
♦ Required that the articles are published (or publishable in journals for which doctoral committee members are reviewers)

Additional Points
♦ Articles may be published prior to inclusion in the dissertation, as long as the copyright holder and the committee members agree.
♦ All articles could be from the same data set or from different data sets.
♦ Articles could answer some narrow questions or could address a more general question.
♦ Competencies and outcomes to consider:
   Strong scholarship
   Article writing ability
   Building career with early publications
   Expeditious completion of PhD
♦ It is important to work closely with the Chair and Committee members to agree on your schedule.
Students may submit the dissertation proposal during the same semester in which they take their comprehensive examination, or write and defend the dissertation proposal in the semester following their comprehensive examination (typically fall of the fourth year of study). In addition to the material noted earlier, the dissertation proposal shall address:

a) The format in which the dissertation will be written

b) Human subjects clearance

c) Letter of support or agreement from research site(s), including an agreement about authorship, and ownership of the data if applicable

Because the dissertation proposal will constitute a contract about what the student will do, it should be explicit on all points.

If the dissertation research is based on a faculty member’s project, issues about co-authorship of material to be published from the dissertation are to be discussed and an agreement specified in writing. If circumstances change during the course of the dissertation research, the written agreement will be revised.

When the Chair and the student agree that the proposal is complete, it will be circulated to committee members, who will provide feedback and suggestions to the student.

As the “contract” about the work between the student and the committee, committee members should sign the approved proposal. When the proposal has been signed, a copy of it will be forwarded to the Associate Dean for Doctoral Education for review and inclusion in the student's file. Using the graduate school form, the Doctoral Program Coordinator will notify the graduate school that the committee has approved the student’s final proposal.

It will be the understanding of the student and the committee that the dissertation proposal will continue to evolve, and that later changes in the research plan will be reviewed by, and must be approved by, the Chair and the committee.

If students are conducting or participating in conducting research on which they intend to base the dissertation, either in conjunction with a research assistantship or independently, it is important that they provide a brief written “provisional” proposal and discuss the research plan with their committee before proceeding, even though this does not constitute their formal dissertation proposal. Students who proceed on dissertation research without committee approval do so at their own risk, and MUST RECOGNIZE THAT THE COMMITTEE COULD FIND THE RESEARCH PLAN NOT ACCEPTABLE.
Responsibility for timeliness of reading/returning drafts is shared by the student, the committee members, the committee chair, and as a last resort, the Associate Dean for Doctoral Education. The student should take responsibility for choosing committee members who can be expected to return drafts promptly; at the same time, the student is also responsible for informing committee members when s/he will be delivering drafts, and negotiating with each committee member when s/he can return them in light of other obligations. When a committee member fails to return drafts as agreed, the student should first talk with that committee member; if that discussion does not yield results, the committee chair should intervene; and if that fails, the Associate Dean for Doctoral Education should take action.

One practical issue may require early completion of a dissertation proposal. Because (a) financial support that the School of Social Work commands is finite and will be concentrated in the first four years of study; (b) financial support is the most critical determinant of time to completion; and (c) deadlines for dissertation grants and fellowships fall long before funding could begin, students may need to prepare the dissertation proposal and have it approved before the comprehensive examination is passed. When students are preparing proposals for dissertation support before completing their comprehensive examination, they should negotiate committee approval of the proposal.
Timetable to the Ph.D.

<table>
<thead>
<tr>
<th>Dissertation Component</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive written and oral examination and dissertation proposal</td>
<td>The comprehensive examination must be completed by the end of the semester after coursework is completed. The dissertation proposal may be approved at the same time or in a subsequent meeting of the committee.</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Defended usually 1 to 1 1/2 years following completion of coursework.</td>
</tr>
</tbody>
</table>

Policies governing Dissertation Preparation and Requirements are in the Graduate Handbook and should be read and followed.

Completion of Dissertation and Oral Defense of the Dissertation

The Graduate School Handbook specifies the following: (http://handbook.unc.edu/phd.html#examinations)

“The final oral defense will be held only after all members of the committee have had adequate opportunity to review a draft of the doctoral dissertation. The dissertation advisor (Chair) is responsible for determining that the draft is in an appropriate form for committee evaluation. If substantial revisions are necessary, they should be completed before the final oral defense is scheduled. The committee may, at the time of the final oral but no later, require alterations and corrections, but these should constitute relatively minor changes agreed to by a majority of the committee members. The dissertation advisor (Chair) is responsible for verifying that the changes required by the committee have been made and may delegate this responsibility to the committee member(s) who imposed the requirements. All committee members are expected to be present at the defense.

The final oral may be open to the public or limited in attendance to the candidate and the committee. Questions that relate the dissertation to the field are appropriate. A dissertation is accepted only after the approval of a majority of the examining committee members (those from the school).

When these requirements have been met, the Doctoral Exam Report Form (including signatures of all committee members) and the dissertation, in final form designed to meet the standards as defined in A Guide to Theses and Dissertations (paper or electronic submissions), is submitted to The Graduate School.”

The student’s committee chair takes primary responsibility for seeing that the student completes an acceptable dissertation manuscript. Only when the chair considers the manuscript acceptable should it be sent out to the other committee members.
In many cases, all committee members will have approved the dissertation proposal as part of the comprehensive written and oral examination. In the event that members have joined the committee after the student’s comprehensive examination, the student and the committee chair should ensure that the new committee member has reviewed and approved the dissertation proposal.

In discussions with committee members, students should gain a clear understanding of the role that the committee members are willing to play. For example, some may want to be involved in many aspects of the project from an early point, some will only want to read the sections discussing the methods and analysis, and others will want to read the dissertation only after it has been thoroughly reviewed by the Chair. Typically, the student and the Chair will work very closely on the dissertation before submission to other committee members.

Once the completed penultimate draft of the dissertation has been distributed, committee members may request revisions. These should be communicated to the student’s committee chair as well as the student. A reasonable schedule for these revisions should be set.

NOTE: As the final version of the dissertation is prepared, and if need is demonstrated, students may request up to $400 from the School of Social Work Doctoral Program for assistance editing the dissertation.

**SUMMER DEFENSE OF DISSERTATION**

Because some faculty have nine month appointments, not all faculty may be available to review materials or participate in a dissertation defense over the summer. Pending final approval by the Doctoral Program Committee in 2013, the rule is that faculty will not be asked to review material or participate in dissertation defenses over the summer, although exceptions may be made to this rule if all members of the committee so agree.

**REGISTRATION REQUIREMENT**

In order to graduate, doctoral students must complete a minimum of six credit hours of dissertation (994).

Students must be registered for a minimum of three credit hours of dissertation (994) during the semester in which the dissertation prospectus is approved (if the dissertation prospectus was not approved at the time of the comprehensive examination), and the semester in which the dissertation is defended.

http://handbook.unc.edu/phd.html#dissertation
MECHANICS: FINANCIAL SUPPORT

Students can obtain financial support for their doctoral study in several ways.

Research Assistantships

There are several kinds of research assistantships: a) Merit Assistantships, funded by the UNC Graduate School; b) research assistantships in which the student works for pay on a grant or contract; and c) assistantships provided by the program from school or program funds such as endowed funds. Students may receive funding from more than one source.

♦ GUIDELINES FOR RESEARCH ASSISTANTS

Research assistantships, in which a student works under a faculty member's direction and supervision in various research related tasks, are one means by which we help prepare students for careers of research performance and productivity. For this reason, we recommend that all doctoral students in social work have opportunities to serve as research assistants. The following guidelines are recommended to help inform the design and implementation of these opportunities.

a) The primary intent of the research assistantship is educational, supporting the development of research scholars who are capable of producing and disseminating knowledge for the profession and the field of social welfare.

b) All research assistantships, both paid and unpaid, represent voluntary relationships on the part of both faculty members and students.

c) If either the faculty member or the student feels that the assistantship is not meeting his or her respective needs, they should first try to deal with this with one another; if unable to reach a mutually satisfactory agreement, they should then consult with the student's Advisor/Chair; if still unable to reach a mutually satisfactory agreement, they should then consult with the Associate Dean for Doctoral Education; if all else fails they should ask the Dean to help in reaching a solution.

d) With the approval of their Advisor/Chair and committee, students may receive academic credit for work performed under a faculty member's supervision as an unpaid research assistant. This work may qualify for credit as a research practicum if it meets the criteria for the research practicum.

e) Students will not receive academic credit for work performed as a paid research assistant.

f) Although both full time students (registered for 9 or more hours of academic credit) and part time students (registered for less than 9 hours of academic credit) may qualify to serve as either paid or unpaid research assistants, priority for paid assistantships will be given to full time students.

g) In order for students to give priority to their academic program of study, it is recommended that all assistantships be limited to no more than 20 hours per week during the academic year. Students who receive paid assistantships through funds from the Graduate School, or from the pool of discretionary resources available within the School of Social Work, will be limited to 15 hours per week for first year students and 20 work hours per week for other students during the academic year unless approved by the student's Advisor/Chair and
committee. Faculty who are funding first year assistantships are urged to limit the actual work to 15 hours per week, if it is at all possible.

h) Flexibility of hours to accommodate time crunches in either the student's coursework or the research project should be worked out with the research supervisor. Projects may require that students complete time sheets documenting the number of hours worked. While any one month may require more or less than the allotted number of work hours, at the end of the semester, the total number of hours worked shall not average more than 20 (or 15 in the case of first year students) hours per week for the total number of weeks of the semester.

i) To clarify the requirements for RA hours over winter break and breaks in general: The Business Office contract stipulates that research assistantships that span an entire academic year (9 months) entail 36 weeks of work between 8/1/13 and 4/30/14. The contract also states that work hours may be adjusted to fit the requirements of a project. In practical terms, then, the student and faculty sponsor have the latitude to determine which three weeks, within the 39 weeks that span 8/1/13 and 4/30/14, the student will not be working.

j) Students are responsible for keeping their Advisor/Chair and the Associate Dean for Doctoral Education informed of their involvement as either paid or unpaid research assistants. Advisors/Chairs and students are encouraged to examine together how research assistantships fit or can be made to fit with the student's educational and career objectives.

k) Before beginning their work together, the research supervisor will provide the student with a written contract (Payment Arrangement – (Sakai: Doctoral Program Resources / Resources / Funding) that states what the sources of funding are, what the stipend is, and what the expected work hours will be. For returning students, in order to be paid for August, students need to complete and return this form to the Doctoral Program Coordinator by July 31st. For new students, the form is completed at orientation. Faculty are accountable to their funding source and may require the student to complete bi-weekly timesheets or a monthly time-log. Timesheets are available from the Business Office and the time-log can be found at: (Sakai: Doctoral Program Resources / Resources / Funding).

Faculty members within the School of Social Work who wish to request a research assistant will, at the time it is requested, submit their proposal for the assistantship to the Associate Dean for Doctoral Education. Information requested includes the required work activities; the educational benefits of these activities in helping to prepare the student for a career of research performance and productivity in social work; the number of work hours required per week during the academic year; the duration of the assignment, and if the assignment involves more than one year, plans to continue support for the student and/or to help the student apply for support; the availability of funds in the present academic year, if any, to provide financial support for the student; and plans for supervision and direction of the student's work. The Associate Dean will work with faculty members to make a good match with prospective students and students will be encouraged to make appointments with faculty members to discuss proposed research assistantships.
Seeking Outside Funding

Numerous programs exist to support doctoral study and dissertation research. If funding is not part of a grant or contract, as the student develops his/her dissertation topic, he/she should develop a proposal to obtain support for carrying out this research.

UNC social work doctoral students have successfully competed for support from the National Institute of Mental Health, the National Cancer Institute, the National Institute on Drug Abuse, the Spencer Foundation, the Hartford Foundation, the National Association of Social Workers, the Council on Social Work Education, and university competitive research grants.

In addition to the Doctoral Program Office, and individual faculty members, the University Office of Research Services will assist students to locate potential sources of funding.

♦ Funding

Please refer to the following site:

HTTP://GRADSCHOOL.UNC.EDU/FUNDING/CURRENT.HTML

♦ Contract Teaching

Students with teaching experience, and those who have completed the Teaching Practicum and Teaching Seminar, may be hired as contract faculty to teach masters level courses under faculty supervision. This arrangement provides the student with experience to develop teaching skills, and to compete for academic positions when they complete their Ph.D.

Travel Reimbursement

Doctoral students are encouraged to attend and present at conferences such as CSWE and SSWR during the academic year. In order to request reimbursement of $350 (attending) / $450 (presenting) for travel expenses per conference attended, a Travel Request form (Sakai: Doctoral Program Resources / Resources) must be completed and submitted to Brenda Vawter, Doctoral Program Coordinator, prior to traveling. Approval of these travel reimbursements is subject to the funds available. Periodically, you will receive an email requesting the list of conferences you wish to attend. It is important that you reply by the given deadline for funding consideration.
HOW THINGS WORK
Doctoral Advising

WHO WILL ADVISE?

♦ First Year Advising

a) An advisor will be assigned for the student's first year. Students are encouraged to take the initiative to meet with their advisor.

b) Advising also will be accomplished through periodic meetings with the Associate Dean for Doctoral Education. Students will meet with the Associate Dean for an informal review after their first year.

c) By the beginning of the second year, the assigned advisor and student will identify a faculty member to serve as the second year advisor if a change in advisor is appropriate.

d) All advisors and committees will be appointed in consultation with the Associate Dean.

♦ Second Year Advising

What students need to accomplish this year in consultation with their Advisor:

a) Fall Semester

Plan and design the research practicum, identify the site and/or research supervisor, and if possible, identify an outside committee member

b) Spring Semester

Begin to formulate a dissertation area and some possible research questions.

On the basis of the probable direction for the dissertation, identify and recruit members of the Dissertation committee. There must be at least one member with expertise in the substantive area, the methodology, and the statistical or data analytic strategies for the dissertation.

The student should consult with the advisor/chair about research assistantships for the third year. The advisor/chair should encourage the student to explore possible sources of funding for the dissertation research.

At the end of the fourth semester, the student will undergo a second year review that will provide the opportunity to summarize progress and clarify plans for the coming years. The student and advisor/chair should prepare together for the second year review.
♦ Third Year Advising

What students need to accomplish this year with consultation from the Chair:

a) Fall Semester

Students should complete the material for their comprehensive examination and dissertation proposal as part of the fifth semester dissertation seminar. Students should identify and work closely with a dissertation chair by this semester.

On the basis of the probable dissertation plan, students should decide the final composition of their committee, and consult with them about the material being developed in preparation for the comprehensive examination and dissertation proposal.

The Chair should encourage or assist the student to explore possible sources of funding for the dissertation research.

b) Spring Semester

During this semester (i.e., the semester following the completion of coursework), students should complete their comprehensive examination.

If possible, students may also complete the dissertation proposal during this semester, and circulate it for comments. When the suggested revisions have been completed, the Chair will poll the members to ascertain that they find them acceptable, and then he/she will schedule the dissertation proposal hearing.

Following successful completion of the comprehensive examination, including acceptance of the dissertation proposal, the student is admitted to candidacy.

Regular Consultations between Student and Chair

Regular consultations between the student and dissertation chair are an important means to encourage timely completion of the dissertation. Both the student and Chair should be responsible for seeing that such meetings take place on a regular basis. (Council of Graduate Schools: 21) A good rule of thumb might be twice monthly consultations between the Chair and student.

Effective 2013, the Doctoral Program is finalizing a policy requiring that the Chair contact a student to clarify his/her efforts and ongoing involvement in the program if the student has not initiated contact within the previous six months.
The Student’s Committee

It is expected that students will be making steady progress toward formulation of the dissertation topic and completion of steps preparatory to the dissertation through course assignments. As the topic of the dissertation takes shape, the student's committee should be formed, preferably by the end of the fourth semester, and certainly during the semester in which the student participates in the dissertation seminar.

The student’s Chair and Committee Members advise the student about the dissertation proposal and grade the comprehensive examination. The committee approves the final dissertation proposal, oversees completion of the dissertation, approves the dissertation, and conducts the final oral examination on the dissertation.

Committee Composition (http://handbook.unc.edu/phd.html#dissertation)

In the School of Social Work, the student's committee must have no fewer than five members. Three of these must be members of the School of Social Work Faculty, and one must come from outside the school.

Additional members of the committee may be drawn from faculty of the School of Social Work, from the Research Practicum site, or from other sources, but the majority of committee members must be from the School of Social Work. One School of Social Work Graduate Faculty member will serve as chair of the committee. Members of the student’s committee who are not members of the university graduate faculty will receive a Fixed-term Appointment. Contact the Doctoral Program Coordinator to complete the paperwork for this appointment.

According to the Graduate School Handbook, "a majority of the members of the doctoral (oral) committee must be full members of the Graduate Faculty. Other members may be limited members of the Graduate Faculty or special appointees."

Committee members should be selected on the basis of substantive and methodological expertise in the area of the student's dissertation. There must be at least one member with expertise in the substantive area, the methodology, and the statistical or data analytic strategies for the dissertation.

External Committee Member

Students are encouraged to select an outside committee member in consultation with their Dissertation Committee Chair. The external committee member is usually a member of The Graduate Faculty of the University and has a primary appointment in a department or school in which the student has taken at least one supporting course. This person will serve on the student’s committee, participating in and evaluating the written and oral comprehensive exams, and helping to guide the student to prepare the dissertation.

Formation of the Student's Committee

The student and the dissertation chair will list members whom the student has determined would be willing to serve on his/her committee. This list will be forwarded to the Associate Dean for Doctoral Education, who may propose additional or alternative members as appropriate. The final decision about composition will be negotiated by the student, Chair, and the Associate Dean.
The Associate Dean approves the committee members and chairs with approval by the Graduate School.

**Change in Committee Members**

Replacements or additions of committee members can be made at any time with the approval of the Dissertation Chair, Associate Dean for Doctoral Education, and the Graduate School. Effective 2013, the following policies are pending final approval by the Doctoral Program Committee regarding change in committee members:

- Committee members may be changed if good cause exists, such as irreconcilable differences in which both the student and committee member have valid points but cannot reach agreement on certain basic issues. Other matters, such as challenges scheduling meetings (comprehensive examination, dissertation proposal, or defense) or a committee member requesting changes to the students’ materials, are not cause for a change in committee members.

- If a change in committee members is being considered, the involved members (those being replaced and potential new members) will be contacted by the Dissertation Chair before decisions are made to change committee membership.

- If it is the Chair who is being considered for replacement, the Associate Dean for Doctoral Education and a subcommittee of the Doctoral Committee will consider the replacement and related next steps.
OTHER REQUIREMENTS

Residence Requirement for the Doctor of Philosophy Degree

Credit and Residence Requirements

Individual program credit hour requirements are established by the student’s academic program and must be satisfied. Doctoral students are required to complete a minimum residence credit of four full semesters, either by full-time registration, or by part-time registration over several semesters. At least two of the required four semesters of residence must be earned in contiguous registration of no fewer than six credit hours at UNC-Chapel Hill. While summer session registration is not required to maintain consecutive registration, any credits of three to six hours per session will be computed on the usual basis as part of the required two-semester contiguity.

http://handbook.unc.edu/phd.html#credit

Application for a Degree

Each student must apply for a graduate degree for a specific graduation by the deadline shown in the Calendar of Events (please note that applying is a two-step process) found at:

http://gradschool.unc.edu/graddeadlines.html

Each academic program determines at what point a student must fulfill language or research skill requirements, provided that all such requirements are satisfied before a student is admitted to candidacy.

http://gradschool.unc.edu/pdf/wdcanfrm.pdf

http://cfx.research.unc.edu/grad_appOnline/

Degree Time Limits  (http://handbook.unc.edu/phd.html#timelimits)

A doctoral student has eight calendar years from the date of first registration in the doctoral program to complete the doctoral degree. A student admitted to a master’s program and later given formal permission to proceed to the doctoral degree has eight calendar years from the date of receipt of the master’s degree to complete the doctoral degree. Reapplication is required to continue pursuit of the degree if the eight-year limit expires.
ADMINISTRATIVE STRUCTURE
OF THE DOCTORAL PROGRAM

ASSOCIATE DEAN FOR DOCTORAL EDUCATION

The function of the Associate Dean for Doctoral Education is to provide overall management of
the development and implementation of the doctoral program, chair Doctoral Program Committee
(DPC) meetings, represent the doctoral program in the university and at national conferences, and
coordinate all the activities of the doctoral program.

DOCTORAL PROGRAM COMMITTEE

A Doctoral Program Committee has the following functions, as defined in Article 6.9 of the
Faculty Bylaws.

"6.9 The Doctoral Program Committee provides leadership, establishes standards, and initiates
activities for the overall planning, development and coordination of the School's Ph.D. Program.

6.91 Functions

The functions of the Doctoral Program Committee shall include, but not be limited to, the
following:

• Formulating recommendations to the Faculty regarding overall doctoral program policies and
  procedures;

• Engaging in activities concerning doctoral program publicity and student recruitment;

• Formulating recommendations to the Faculty, through the Curriculum Committee, on matters
  related to degree requirements, curriculum, and standards;

• Reviewing applications for admission and making admission recommendations to the
  Graduate School.

6.92 Membership

The Doctoral Program Committee shall consist of the following:

• The Associate Dean for Doctoral Education; three additional faculty members, at least two of
  who are currently teaching in the program; one student per cohort; and any additional
  members agreed upon. The Dean and Associate Dean(s) shall serve as ex officio members of
  the committee. Student members shall be accorded the right to vote in Committee
  deliberations. Except for the Associate Deans, other members of the Committee shall serve
  for overlapping two year terms. Vacancies shall be filled through appointment by the Dean,
  in consultation with the Association Dean for Doctoral Education. The Associate Dean for
  Doctoral Education shall be appointed by the Dean for a three year term, with the possibility
  of reappointment.
6.93 Meetings

The Doctoral Program Committee shall meet at least twice each semester, and on call by the Associate Dean, who shall give appropriate notice of all meetings to each member on the Committee, specifying time, place, and agenda of the meeting. Doctoral Program Committee meetings shall be open to all members of the Faculty.

6.94 Sub-committees

The Doctoral Program Committee shall appoint various sub-committees it deems necessary to carry out its functions.

DOCTORAL PROGRAM COORDINATOR

The Coordinator for the Doctoral Program is currently Brenda Vawter. She will answer questions, take messages, make sure you get information you need, and generally be your first point of contact about problems, forms, and procedural issues. For example, she can provide a template to use for printing business cards upon request.

Brenda also coordinates many of the doctoral program functions. She can be reached at 962-6477 or by email: bvawter@email.unc.edu. Her office is 324-A.