



SCHOOL OF  
**Social Work**  
UNIVERSITY OF WISCONSIN-MADISON

# PHD PROGRAM IN SOCIAL WELFARE

# GUIDELINES

2014-2015

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# PHD PROGRAM IN SOCIAL WELFARE

## Mission

The mission of the University of Wisconsin-Madison doctoral program in social welfare is to develop scholars, leaders, and social work educators who will advance knowledge about social work, social welfare policy, and intervention strategies from a behavioral and social science perspective to improve the quality of life of individuals and families.

## Program Description

Our doctoral program has four special features. First, an emphasis is given to diverse programmatic approaches that seek to promote optimal functioning in individuals or families across the life course. We train students to conduct research that enhances the real-life functioning of individuals and families, and the policies and programs that impact their well-being. Second, it stresses that social welfare problems are best understood in individual, family, community, economic, and cultural context. Therefore, these problems are better understood if investigated in interaction with these contexts. Third, through research we encourage and advocate for social action. Research often serves as a foundation or catalyst for social action and change. Fourth, the program emphasizes methodological and statistical training and their applications to social problems and processes.

In consultation with a faculty mentor, students select their course work and design independent tutorials focused on building and integrating knowledge in three fields of study: (1) a substantive or social problem area (e.g., child welfare, aging, developmental disabilities, end-of-life care, health, mental health, poverty); (2) social science theory (e.g., theories of the life course, economic theory, psychopathology, organizational theory, stress process theories); and (3) research designs and statistical methodologies (e.g., program evaluation, policy analysis, longitudinal analysis).

The PhD program provides an interdisciplinary plan of study, with training in basic and applied social research. The curriculum is designed to encourage students to take courses not only in social work, but in departments throughout the campus, such as: Sociology, Economics, Educational Psychology, Human Development and Family Studies, the LaFollette Institute for Public Affairs, Psychology, Women's Studies, Population Health Sciences, Nursing, and others.

Students entering the program with an MSW can expect two years of academic coursework. Once academic course work is completed, students must pass a written and oral preliminary exam (prelim) to demonstrate their knowledge of these fields of study. After passing the preliminary exam, students advance to candidacy and then design and carry out the dissertation to demonstrate their ability to conduct, report, and defend independent research. Completion and successful defense of the dissertation are required before the PhD is conferred.

The development of expertise in qualitative and quantitative research design, measurement, and program/policy evaluation are strongly encouraged as graduates are expected to assume leadership positions in research, policy analysis, administration, and higher education and to use their scholarly abilities to improve services, programs, and policies.

## RESEARCH MENTORING

The philosophy underlying our PhD training model is that hands-on research experiences are the foundation for quality doctoral education. Students are encouraged to develop an individualized program of research under the mentorship of active research faculty. Doctoral students may hold project or research assistantships to collaborate with faculty on ongoing research that match the student's interests or may carry out their own projects under faculty supervision. Our PhD faculty conducts research on a wide range of social problems across the life course. Examples of faculty research areas include: child welfare, families of children and adults with disabilities, gerontology, health disparities, LGBT youth and families, Mental Health and Illness, organizations and management, palliative and end-of-life care, racial and ethnic diversity and communities of color, social policy, and program development and evaluation.

The School of Social Work faculty has diverse disciplinary backgrounds and brings a strong commitment to research and the profession. They are affiliated with interdisciplinary institutes on the UW-Madison campus such as the Institute for Research on Poverty, the Comprehensive Cancer Center, the Waisman Center on Mental Retardation and Human Development, the Institute on Aging, the Wisconsin Center for Educational Research, the Women's Studies Research Center, the Center for Demography and Ecology, the Collaborative Center for Health Equity, and the Center for the Demography of Health and Aging.

## EXPECTED COMPETENCIES OF OUR GRADUATES

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

1. Improve social work and social welfare practices;
2. Conceptualize, develop and analyze innovative approaches to ameliorating or reducing social problems;
3. Identify the causes and consequences of significant individual, family and community outcomes;
4. Apply advanced statistics, methodology, and data analysis for research purposes;
5. Develop new approaches to the analysis of social programs and policies;
6. Teach courses in a program or school of social work;
7. Translate research findings into policy and program practice.

## Program Administration

**PhD Program Chair:** The PhD Program is chaired by a faculty member appointed by the Director of the School. The Chair is responsible to the Director of the School and to the PhD faculty. The PhD faculty typically meets as a "Committee of the Whole" twice an academic year. The ongoing activities of the PhD Program are relegated to the PhD Committee. This committee, under the direction of the PhD Chair, functions as an advisory committee to the PhD faculty and implements the policies and procedures for the doctoral program that have been ratified by the PhD faculty. One to two students sit on the PhD Committee with one student vote. Student representatives are elected by the PhD students or appointed by the PhD Committee early in the fall semester. PhD faculty meetings are open to all doctoral students. A draft agenda is distributed prior to each committee of the whole and subcommittee meeting. Minutes of the meetings are sent to all PhD faculty members.

**PhD Program Coordinator:** The chair of the PhD program is assisted by the PhD Program Coordinator. Primary functions of the Coordinator are to ensure that students have satisfactorily met all the requirements of the Graduate School and the School of Social Work, and to provide supportive assistance to faculty advisors, students, and the PhD Committee. The Coordinator also assists the Program Chair and the PhD Committee with the yearly admissions process.

## Program Curriculum

The PhD Program in Social Welfare is a full time program. A minimum of 4-5 years is necessary to complete the program: 2 years for full time doctoral course work and 2-3 years for completion of prelims and the dissertation. The actual time students take to obtain the PhD degree will vary according to their previous preparation, progress in the program, and the nature of their dissertation work. Before graduating, students must have completed at least 51 credits.

The first two years of the PhD Program curriculum emphasize substantive, theoretical, methodological, and statistical course work. Two Foundation Research Methods seminars cover the fundamentals of research design and implementation of quantitative, qualitative, and mixed methods research. Applications of Research Methods Seminars provide practical experience and application of research knowledge and skills (e.g., proposal writing and data analysis). The Social Policy and Applied Theory seminars address distinctive substantive issues (e.g., poverty, child welfare, family policy), as well as core policy analytics and models of the application of social theory to social problems, respectively. Faculty Research and Student Research seminars provide opportunity for professional socialization to the field and development of research interests. The third and fourth year of the program are dedicated to the preparation and completion of the preliminary exam and dissertation research.

The first two years of study are comprised of the following **42 credits\*** in required course work:

<b>Faculty and Student Research Seminars</b>	
SW 946 Faculty Research Seminar	1 credit
SW 947 Student Research Seminar (Year 1 and Year 2)	2 credits
<b>Foundation Research Methods Seminars</b>	
SW 948 Quantitative Methods for Social Science Research	3 credits
SW 949 Qualitative Methods for Social Science Research	3 credits
<b>Social Policy Seminar</b>	
SW 950 (various topics)	3 credits
<b>Applied Theory Seminar</b>	
SW 951 (various topics)	3 credits
Another Social Policy OR Applied Theory Seminar	3 credits
<b>Application of Research Methods Seminar</b>	
SW 952 (various topics)	3 credits
<b>Statistics and Electives</b>	
Social Science Theory Elective	3 credits
Statistics I and II	6 credits
Substantive Course Electives	6 credits
Statistics or Methods Electives	6 credits

\*Students entering the program without an MSW will be required to take additional course work.

After coursework is completed, at least **9** credits of independent reading and/or thesis research (any combination) are required:

<b>After Coursework Requirements*</b>	
SW 990 Thesis Research (dissertators)	3 credits
SW 999 Independent Reading (non-dissertators)	3 credits

\*Students may elect to register for independent readings or tutorials (SW 999) with faculty to fulfill the social science theory, substantive or methods electives for a maximum of 6 credits. This requires developing a proposed learning plan, identifying a faculty member with expertise in the area of interest, and requesting their supervision. The plan must be submitted to the PhD Program Chair for approval.

## JOINT MSW/PHD OPTION SEQUENCE

We do not require a BSW or an MSW for entry into the doctoral program. Students who wish to obtain an MSW degree while completing the doctoral program will select one of two Joint MSW/PhD options, depending upon whether or not the student possesses a BSW degree from an accredited institution upon admission.

**Option I:** *For students wanting to obtain an MSW, who do not hold a BSW:* The master’s degree is awarded after completing two years of MSW course work and field placements that are taken concurrently with PhD program courses. The course work for students electing this option generally takes an additional year.

**Option II:** *For students wanting to obtain an MSW who do hold a BSW:* The master’s degree is awarded after the student completes the equivalent of a one-year advanced standing master’s program in a concentration area, taken concurrently with PhD program courses.

Some joint MSW/PhD students may choose to do an alternative field placement that involves a research-focused field placement that is supervised by a member of the School’s research faculty. See Appendix A for more details.

## PHD ONLY PROGRAM SEQUENCE

This option is for students entering the PhD program without a BSW or MSW, who wish to only obtain the doctoral degree. Students choosing this option are required to complete three additional courses from the Professional Foundation sequence of the MSW program, and a social work internship. (See Appendix B for objectives and guidelines regarding the internship.) These requirements provide doctoral students without a social work degree an understanding of the basic knowledge, values and skill base of the social work profession. See page 12 for this option’s suggested plan of study.

Please note that although an MSW is not universally required for faculty hires across schools of social work, the MSW is required to teach social work practice courses. In addition, the Council on Social Work Education requires educators to have at least two years of post-BSW or post-MSW social work degree practice experience to teach practice courses. Students are advised that the post BSW/MSW practice experience requirement is not built into our joint option curriculum.

# PLANS OF STUDY

## STANDARD SUGGESTED PLAN OF STUDY

FOR STUDENTS WITH AN MSW DEGREE

Following is an example of a typical student curriculum for the first two years of the PhD program for students with a MSW degree. *It is important to be aware that this is a suggested timeframe and the semesters for course offerings may vary from year to year.*

### Year 1

Fall Semester	Credits	Spring Semester	Credits
SW 949 Qualitative Methods OR Elective	3	SW 948 Quantitative Methods OR Elective	3
SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3	SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3
SW 946 Faculty Research Seminar	1	SW 947 Student Research Seminar I	1
Stats I	3	Stats II	3
		SW 952 Application of Research Methods	3
<b>Total Credits</b>	<b>10</b>	<b>Total Credits</b>	<b>13</b>

### Year 2

Fall Semester	Credits	Spring Semester	Credits
SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3	SW 952 Application of Research Methods	3
Social Science Theory	3	SW 948 Quantitative Methods OR Elective	3
SW 949 Qualitative Methods OR Elective	3	Statistics/Methods OR Substantive Course Elective	3
Statistics/Methods OR Substantive Course Elective	3	SW 947 Student Research Seminar II	1
<b>Total Credits</b>	<b>12</b>	<b>Total Credits</b>	<b>10</b>

**Years 3 & 4:** Preparation for Preliminary Exam & Dissertation Research. Students register for SW 990 or SW 999.

## JOINT MSW/PHD SUGGESTED PLAN OF STUDY, OPTION I

FOR STUDENTS OBTAINING THE MSW DEGREE, WITHOUT A BSW

Following is an example of curriculum for students wishing to obtain an MSW while completing the PhD program, who do not hold a BSW. *It is important to be aware that this is a suggested timeframe and the semesters for course offerings may vary from year to year.*

### Year 1

Fall Semester	Credits	Spring Semester	Credits
SW 605 Field of Social Work	2	SW 640 Social Work with Ethnic & Racial Groups	2
SW 711 Human Behavior & Envrmt	2	Statistics II	3
Statistics I	3	SW 948 Quantitative Methods OR Elective	3
SW 946 Faculty Research Seminar	1	SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3
SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3	Macro Practice Elective*	2
		Social Science Theory	3
<b>Total Credits</b>	<b>11</b>	<b>Total Credits</b>	<b>16</b>

### Year 2

Fall Semester	Credits	Spring Semester	Credits
SW 400 Field & Integrative Seminar I	4	SW 401 Field & Integrative Seminar II	4
SW 440 Practice I: Foundations of Generalist Practice	2	SW 442 Practice III: Generalist Practice with Communities and Organizations	2
SW 441 Practice II: Generalist Practice with Individuals, Families, & Groups	3	SW 947 Student Research Seminar I	1
SW 949 Qualitative Methods OR Elective	3	SW 948 Quantitative Methods OR Elective	3
		SW 952 Application of Research Methods	3
<b>Total Credits</b>	<b>12</b>	<b>Total Credits</b>	<b>13</b>

### Year 3

Fall Semester	Credits	Spring Semester	Credits
SW 800 Field & Integrative Seminar III	5	SW 801 Field & Integrative Seminar IV	6
Concentration Advanced Practice*	2	SW 947 Student Research Seminar I	1
SW 949 Qualitative Methods OR Elective	3	SW 952 Application of Research Methods	3
SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3	Statistics/Methods OR Substantive Course Elective	3
Concentration Elective*	2	Statistics/Methods OR Substantive Course Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>16</b>

**Year 4 & 5:** Preparation for Preliminary Exam & Dissertation Research. Students register for **SW 990** or **SW 999**.

\*May be substituted with a comparable course with permission of the PhD Chair.

## JOINT MSW/PHD SUGGESTED PLAN OF STUDY, OPTION II

FOR STUDENTS OBTAINING THE MSW DEGREE, WHO HOLD A BSW

Following is an example of curriculum for students wishing to obtain an MSW while completing the PhD program, who already hold a BSW. *It is important to be aware that this is a suggested timeframe and the semesters for course offerings may vary from year to year.*

### Year 1

Fall Semester	Credits	Spring Semester	Credits
SW 800 Field & Integrative Seminar III	5	SW 801 Field & Integrative Seminar IV	6
Concentration Advanced Practice*	2	SW 948 Quantitative Methods OR Elective	3
SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3	SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3
Statistics I	3	Statistics II	3
SW 946 Faculty Research Seminar	1	SW 947 Student Research Seminar I	1
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>16</b>

### Year 2

Fall Semester	Credits	Spring Semester	Credits
Concentration Elective*	2	Statistics/Methods OR Substantive Course Elective	3
Social Science Theory	3	SW 947 Student Research Seminar I	1
SW 949 Qualitative Methods OR Elective	3	SW 952 Application of Research Methods	3
SW 950 Social Policy Seminar OR SW 951 Applied Theory Seminar	3	SW 948 Quantitative Methods OR Elective	3
Macro Practice Elective*	2		
<b>Total Credits</b>	<b>13</b>	<b>Total Credits</b>	<b>10</b>

### Year 3

Fall Semester	Credits	Spring Semester	Credits
SW 949 Qualitative Methods OR Elective	3	SW 952 Application of Research Methods	3
Statistics/Methods OR Substantive Course Elective	3		
Statistics/Methods OR Substantive Course Elective	3		
<b>Total Credits</b>	<b>9</b>	<b>Total Credits</b>	<b>3</b>

**Year 3 (spring semester) & Year 4:** Preparation for Preliminary Exam & Dissertation Research. Students register for **SW 990** or **SW 999**.

\*May be substituted with a comparable course with permission of the PhD Chair.

## PHD ONLY SUGGESTED PLAN OF STUDY

FOR STUDENTS WITHOUT A BSW OR MSW, SEEKING ONLY THE PHD DEGREE

Following is an example of the curriculum for students who do not wish to obtain an MSW while completing the doctoral program. ***It is important to be aware that this is a suggested timeframe and the semesters for course offerings may vary from year to year.*** In addition to the standard program curriculum, three MSW foundation year courses and a 2-credit Social Work Internship\* are required with this option.

### Year 1

Fall Semester	Credits	Spring Semester	Credits
SW 440 Practice I: Foundations of Generalist Practice	2	SW 947 Student Research Seminar I	1
SW 675 Social Work Internship*	2	SW 948 Quantitative Methods <b>OR</b> Elective	3
SW 946 Faculty Research Seminar	1	SW 950 Social Policy Seminar <b>OR</b> SW 951 Applied Theory Seminar	3
SW 949 Qualitative Methods <b>OR</b> Elective	3	Statistics II	3
Statistics I	3	SW 952 Application of Research Methods	3
SW 950 Social Policy Seminar <b>OR</b> SW 951 Applied Theory Seminar	3		
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>13</b>

### Year 2

Fall Semester	Credits	Spring Semester	Credits
SW 605 Field of Social Work	2	SW 947 Student Research Seminar I	1
SW 711 Human Behavior & Envrmt	2	SW 952 Application of Research Methods	3
SW 949 Qualitative Methods <b>OR</b> Elective	3	Statistics/Methods <b>OR</b> Substantive Course Elective	3
SW 950 Social Policy Seminar <b>OR</b> SW 951 Applied Theory Seminar	3	Statistics/Methods <b>OR</b> Substantive Course Elective	3
Social Science Theory	3	SW 948 Quantitative Methods <b>OR</b> Elective	3
<b>Total Credits</b>	<b>13</b>	<b>Total Credits</b>	<b>13</b>

**Years 3 & 4:** Preparation for Preliminary Exam & Dissertation Research. Students register for **SW 990** or **SW 999**.

\*The two-credit internship is intended to introduce students to the profession of social work and practice.

Students are expected to participate in agency training required for staff, volunteers or students, and spend eight hours per week over the course of the semester in the agency under supervision of a qualified social work practitioner. Students will take SW 440 in the same semester as their internship.

Additional information describing the Social Work Internship can be found in Appendix B.

## Course Descriptions

### SW 946 Faculty Research Seminar

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This one-credit seminar for first year students socializes students into the aims and objectives of the PhD program and familiarizes them with faculty research interests. Faculty provides presentations that describe their programs of research and discuss critical issues for future research in their areas of expertise. Students establish learning goals and a learning plan for their first year in the program and begin to formulate their substantive areas of interest.

### SW 947 Student Research Seminar I and II

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This one-credit seminar for first and second year students further socializes students to the PhD curriculum by providing a format to discuss their research interests. Second year students prepare a draft preliminary exam outline to gain familiarity with the preliminary exam process. First year students have a choice of projects to further their professional development. Senior students are invited to prepare and deliver presentations that have been accepted for presentation at future conferences or job talks and are given constructive feedback. Professional development skills are integrated to address various topics of interest (e.g., completing Institutional Review Board training, surviving and thriving the preliminary exam process, preparing predoc grant applications).

### SW 948 Quantitative Research Methods

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One of the two Foundations of Research Methods Seminars, this three-credit seminar is designed to expand students' understanding and skills in the methods, techniques, and problems encountered in conducting quantitative behavioral and social sciences research. The course covers the philosophical underpinnings and ethical concerns of quantitative research, and the general principles of theory development, research methods, and the processes of accumulation of knowledge in the scientific method. Topics include: human subjects research ethics and requirements, development of research questions, problem and hypothesis formulation, research design, threats to validity, endogeneity and causality, data-gathering techniques, measurement, sampling and representativeness; and general approaches to data analysis. Students will learn how to critique empirical quantitative research, and to design a research study relevant to their topic of interest, and engage in academic scholarly writing.

### SW 949 Qualitative Research Methods

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One of the two Foundations of Research Methods Seminars, this three-credit seminar is designed to introduce the principles, methods and practice of qualitative behavioral and social science research. The course is structured to address three domains: 1) philosophical underpinnings and ethical concerns of qualitative methods; 2) major techniques for gathering evidence (e.g., observational/field research, focus groups, and interviews); and 3) fundamental strategies for analyzing and reporting qualitative data. Topics include the history, purposes, and underpinning philosophies of qualitative methods; ethical issues; qualitative research design; how to conduct qualitative interviews and field observations; record keeping, essential strategies for ensuring analytic rigor and enhancing the quality of qualitative data; how to prepare qualitative data for analysis and generate analysis units (codes, categories, memos); how to write up qualitative research, and essential considerations for mixed methods research. Students will learn how to critique empirical qualitative research and to design a research study using qualitative or mixed methods relevant to their topic of interest.

## SW 950 Social Policy Seminar

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These three-credit seminars have a specific topical focus. Each seminar covers a core of basic policy analytics and related concepts, but this introductory material is organized in a way that minimizes overlap for students who have already taken a policy seminar. Core policy analytics include: problem definition, agenda setting, equity vs. efficiency, universal vs. targeted policy, institutional vs. residual policy, cost benefit analysis, unintended consequences. Topic examples: Poverty & Income Support Policy, Family Theory Policy, Child Development & Policy, Social Determinants of Health & Policy.

## SW 951 Applied Theory Seminar

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These three-credit seminars aim to provide a model of the application of social theory to social problems, and thus provide a general model to students, even if they do not have a strong interest in the particular theoretical models or problem area. Topic examples are Adult Mental Health, Microeconomic Theory Applied to Social Problems, Child Welfare.

## SW 952 Application of Research Methods

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These three-credit seminars aim to provide practical experience and application of research knowledge and skills. Topic examples include:

- I. **Applied Data Analysis.** This course aims to increase students' knowledge of methodological problems and issues faced in applied quantitative research; provide hands-on experience in all phases of a quantitative analysis research paper, and introduce students to a variety of statistical techniques that may be appropriate to future research. This course provides an opportunity for students to develop a publishable paper, based upon their quantitative analysis.
- II. **Proposal and Grant Writing.** This course covers basic steps in developing a social science dissertation research proposal and provides an overview of the grant writing process, with attention to the fundamentals grant proposal writing, resources, peer review process, and resubmission strategies. This course provides an opportunity to develop a research proposal.
- III. **Research Methods in Communities of Color.** This course addresses challenges, distinctive issues, and methodological considerations for designing and implementing research with communities of color. The course is designed to be team taught by faculty across departments who are engaged in research with communities of color. It will be taught in our department, but will rotate through other departments and be cross listed.

## SW 954 Teaching Practicum

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The one to three-credit teaching practicum is designed to individualize learning needs and goals of students interested in gaining teaching experiences. Students seek permission to complete a practicum under the supervision of a faculty member. The student and faculty member meet to develop a learning contract that specifies the goals, learning activities and outcomes that will be evaluated. Students may elect to complete readings on teaching methods and philosophies, and undertake various teaching projects depending upon their learning goals. Activities may include developing lectures, leading class discussions, facilitating group activities, or preparing teaching modules. They may wish to design special classroom projects for students or help to design particular types of learning experiences (e.g., experiential, peer, collaborative, teaching with cases, instructional games). The specific nature of the practicum is to be worked out between the faculty member and the student.

## EXAMPLES OF OTHER COURSE OPTIONS & ELECTIVES

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### **Social Science Theories**

HDFS 725	Theory & Issues in Human Development
HDFS 766	Issues: Attachment Theory & Relationships: Life Span Perspective
HDFS 865	Family Theory I
SOC 773	Intermediate Sociological Theory
SOC 633	Social Stratification
ELPA 860	Organizational Theory and Behavior in Education
EPSY 946	Advanced Intervention Techniques

### **Statistics/Methods Elective**

EPSY 862	Multivariate Analysis
PSY 610	Statistical Analysis of Psychological Experiments
SOC 952	Math/statistics Applications: Categorical & Limited Dependent Variables

### **Other Recommended Elective Courses**

EPSY 720	Proseminar in Social Sciences and Educational Policy Studies
EPSY 762	Intro to the Design of Educational Experiments
EPSY 763	The Design and Analysis of Research in Educational Psychology
EPSY 773	Factor Analysis, Multidimensional Scaling, & Cluster Analysis
EPSY 946	Advanced Intervention Techniques
EPSY 961	Seminar: Statistics & Research Design
HDFS 766	Current Issues in Family Living (when topic is appropriate)
PHIL 521	Philosophy of the Social Sciences
SOC 750	Research Methods in Sociology (e.g., Survey Methods for Social Research)
SOC 751	Methods of Survey Research: Design and Measurement
SOC 752	Methods of Survey Research: Applications
SOC 754	Qualitative Research Methods in Sociology
SOC 755	Methods of Qualitative Research
SOC 960	Current Methodological Issues in Social Psychology (e.g., Structural Equation Modeling)
SOC 964	Hierarchical Linear Modeling
PA 818	Quantitative Tools for Public Policy Analysis
PA 819	Quantitative Methods for Public Policy

Please note that this is not an exhaustive list of available courses. At times, other departments such as Sociology, Psychology, the LaFollette Institute, and Human Development and Family Studies may offer courses that contribute to a student's substantive interest area. Check with your faculty advisor and the doctoral director to get permission to allow a course not on this list.

Course offerings vary on a semester basis; to search for a class go to [http://registrar.wisc.edu/schedule\\_of\\_classes.htm](http://registrar.wisc.edu/schedule_of_classes.htm).

## Minors

There is no minor requirement for the doctoral program in social welfare. However, for those who wish to pursue a minor to add breadth to their PhD major, there are several options available. Here are a few examples:

**Prevention Science:** Students may earn a Ph.D. minor and/or graduate certificate. The Ph.D. minor (Option A) in prevention science requires 10 credits in approved courses. It is a named minor that is listed on student transcripts. Courses taken for the minor can be applied to the certificate. Graduate students may earn a certificate in prevention science by completing a total of 16 credits in approved courses. One course must be in methodology. Students can also use a research practicum of 3 credits toward the certificate requirement.  
<http://www.grad.wisc.edu/catalog/nursing/interven.html#interven1>

**Aging/Gerontology:** The Institute on Aging offers a Ph.D. minor with a focus on aging (Distributed Option B), which is designed to provide advanced study of the psychosocial and biomedical aspects of aging. Students can tailor this program to meet their academic needs. The minor requires a minimum of 10 credits in two or more departments. Psychosocial gerontology courses, which address multiple social and life-span development issues related to aging, are available in a broad range of subjects, such as demography, environmental design, human development and family studies, psychology, social work, and sociology. Biomedical courses address topics such as age-related changes in organ, cellular, and genetic activities; changes in anatomical structure and physiological function of the organism; and health-related issues. This program fulfills the Ph.D. option B distributed minor requirement of the Graduate School, and the Institute on Aging awards a certificate to recognize successful completion of the program. <http://www.grad.wisc.edu/catalog/med/geron.html#geron2>

**Gender and Women's Studies:** Graduate students who wish to pursue an Option A external minor in gender and women's studies should consult the associate chair of the Department of Gender and Women's Studies. Option A requires a minimum of 10 credits in an external minor program (single disciplinary or multi-disciplinary). Fulfillment of this option requires the approval of the minor program. Students are expected to achieve a B or better in four courses at the 300 level or above in the Department of Gender and Women's Studies. One of the courses must be GWS 900 Research in Gender and Women's Studies. Directed study courses do not count toward the minor.

Graduate students who wish to pursue an Option B minor combine course work with a gender component from two or more departments outside the student's major department. The student's home department is responsible for approving an Option B minor.  
<http://www.grad.wisc.edu/catalog/letsci/womens.html#womens2>

Other minors may also be available. Please note that an approval form from the minor department must be filled out and copied for the student's file. Students must submit paperwork confirming the completion of the minor to verify that all the requirements have been met before a preliminary warrant can be approved by the Graduate School.

## Temporary Advisors & Major Professors

Upon admission, each student is assigned to a “temporary faculty advisor” whose research interests correspond broadly with the student’s interests. The role of the temporary advisor is to mentor students in the beginning of their program, assist students in the selection of required and elective courses for the first year of the program, and advise students on research and curricular issues as they explore and refine their research area and choose a major professor. Many times, the temporary advisor becomes the Major Professor, but this is not necessarily true.

## SELECTION OF A MAJOR PROFESSOR

Students are **required** to select a Major Professor by the end of the fall semester of the second year. The Major Professor becomes a more permanent advisor to the student, and will serve as chair to the preliminary exam and doctoral committee. Hereafter, it is the responsibility of the major professor to assist students with academic matters, such as: helping the student select appropriate elective and required courses to move the student toward preparation for his/her prelims and dissertation research; identifying appropriate courses that the student should take outside the School; and identifying appropriate faculty from within and outside the School of Social Work to serve on the student’s and doctoral committee.

Careful thought should be given to the identification and selection of the Major Professor. Major Professors make important contributions to the learning process and make critical decisions about the acceptability of the student’s proposed research and the quality of his/her work. Getting to know faculty members through course work and independent studies may help students determine the fit between the faculty members and their own research interests and approach to learning.

Once the decision for a Major Professor has been finalized, the student must obtain a Major Professor Declaration Form from the PhD Program Coordinator. This form is also available on the School’s website. The student and Major Professor should complete the form and return it to the PhD Program Coordinator who files it with the Graduate School and makes the necessary notations in the student’s record.

The faculty strongly recommends that students identify their area of interest for dissertation research as early as possible in the program. This will enable students to: 1) select an appropriate Major Professor early in the program; 2) use their coursework to begin the preparation for their prelims and the oral defense; and, 3) move toward preparation for their dissertation to ensure completion of the program in a timely manner.

When the student has been formally admitted to doctoral candidacy (i.e., s/he receives dissertator status after successfully completing the preliminary exam), the Major Professor then serves as the chairperson of the dissertation committee. Please note that students are allowed to change Major Professors if they change their substantive area or if they have other important reasons for doing so.

## Credit Load Requirements

The PhD program is a full time program; *there is no part-time option*. Students generally progress through the doctoral program in three stages: completing program course work, writing and defending the preliminary exam, and conducting and defending a dissertation. Each stage dictates the minimum and maximum graduate level credit load requirements. Courses taken pass/fail, for audit, or below 300 do not count toward these minimums or maximums. The credit load requirements of the program are detailed on the following page.

As you will see from the chart below, there is not a requirement for summer enrollment at any stage of the program, with the exception of assistantship positions or fellowship awards indicating a student must be enrolled for funding purposes or certain facility access. Students who hold graduate assistantship positions (teaching, research, project assistant), traineeships or fellowships must follow the credit load requirements established by their appointment, which take precedence over general program requirements.

For international students, the F-1 and J-1 student visa regulations require students to be enrolled for 8 credits during the Fall and Spring semesters, unless the student holds an approved assistantship position. International students who do not maintain full-time status can lose F-1/J-1 student benefits including on-campus employment and practical/academic training options. A reduced course load for international students (for the preliminary exam stage, or for medical/ academic difficulties) must be approved by International Student Services (ISS) in order to be compliant with INS regulations. Forms and information regarding approval can be found at [www.intstudnets.wisc.edu](http://www.intstudnets.wisc.edu), or by calling 608-262-2044.

TYPE OF APPOINTMENT	Category	CREDIT REQUIREMENT FOR FULL-TIME STATUS	
		FALL & SPRING	SUMMER
<b>No appointment</b>	Non-dissertator	8-15	no summer requirement
	Dissertator	3 credits*	
<b>Teaching and Project Assistant</b>	Non-dissertator with a 33% appointment	6	2 for summer facility access
	Non-dissertator with a 50% appointment	4	2 for summer facility access
	Dissertator	3 credits*	
<b>Research Assistant And Trainees</b>	Non-dissertator	8-15	2
	Dissertator	3 credits*	
<b>Fellowship</b>	Non-dissertator	8-15	2 for 12-month appointments
	Dissertator	3 credits*	

\*Note for Dissertators: A dissertator who enrolls for more than three credits will be removed from dissertator status for the fall or spring terms that exceed the three-credit maximum. Dissertators will need to enroll in summer only if they are defending their dissertation during the summer session.

## **Assistantship Appointments & Limits**

Teaching Assistantships (TA), Project Assistantships (PA), and Research Assistantships (RA) are the three types of graduate assistantship appointments available to PhD students within the School. In addition, PhD students may also apply to be course instructors.

### TEACHING ASSISTANTS (TA) & PROJECT ASSISTANTS (PA)

Students holding either of these positions are permitted appointment levels of up to 75% time. However, appointments over 50% time require the written approval of the graduate student's advisor and the agreement of the Program Chair. The student's academic advisor certifies in writing to the appropriate Program Chair that the student's progress toward completion of the degree will not be seriously delayed by the increase in appointment level. Joint appointments involving two or more departments require the approval of all appropriate Department Chairs. Summer appointments, up to and including 100% time, if appropriate, will be allowed. Graduate students appointed 100% in the summer may not register for more than two credits at any time during the summer without the appropriate Dean(s) and Graduate School approval.

The above Graduate School limits are maximum, not minimum or expected levels. Funding sources may impose restrictions in addition to those outlined above. (Students seeking approval of appointments exceeding 50% time, should also see the Program Coordinator and the Payroll/Benefits Specialist.)

### RESEARCH ASSISTANTS (RA)

An RA must be a graduate student working toward an MSW or PhD who is hired to perform research tasks that are relevant to his/her education and training. RAs are permitted to hold appointments up to 75%; however, appointments over 50% require the written approval of the Program Chair in consultation with the major professor. Appointments with split funding also require the same approval. RA appointments exceeding 75% will not be allowed.

### COMBINED APPOINTMENTS

When a service-requiring appointment (PA or TA) is combined with a research-training appointment (RA), the combined appointment should not exceed 75% time. Such combined appointments require prior approval as outlined above for TA and PA appointments.

## BENEFITS

Graduate students who receive a one-third or above teaching, project, or research assistantship are eligible for full tuition remission (in and out-of-state) and health insurance. Appointments that are less than 33% time will not generate the benefits of remission of non-resident tuition or health insurance.

## INTERNATIONAL STUDENTS

The sum of an international student's Teaching Assistant, Project Assistant and Student Hourly Help appointment must not exceed 20 hours of work or 50% time per week. However, during the major University breaks only (Winter, Spring and Summer), international students may work over 20 hours without jeopardizing their Visa status. For questions on this matter, contact the International Student and Scholars Office at 262-2044.

## FUNDING COMMITMENT

PhD students are generally guaranteed a minimum funding package consisting of a 33% appointment for a minimum of three years, provided that they are in good academic standing, make satisfactory progress in their coursework, perform acceptably in their appointed position, and remain in residence.

Additionally, it is common for students to receive up to five years of funding and/or to have greater than a 33% appointment. Typically, however, students do not receive funding subsequent to their 5<sup>th</sup> year in the program, though some exceptions may be made on a case by case basis depending on funding availability and the fit between a student's skills and faculty/departmental needs with regard to TA, PA/RA, and teaching appointments.

# PRELIMINARY EXAM POLICIES AND PROCEDURES

## The Purpose of the Preliminary Exam

The purpose of the preliminary exam is for students to demonstrate mastery of knowledge in a given substantive area relevant to social work or social welfare. The exam is intended to demonstrate the student's ability to concisely communicate an integration and synthesis of empirical and theoretical knowledge, a critical analysis of prior research, and implications for future scholarly work. The preliminary exam is viewed as the passageway to the dissertation and is intended to demonstrate the student's competence in bridging or linking his/her course work (i.e., related to studies in his/her substantive area, theory and methods), and his/her eventual dissertation research. The nature and purpose of the preliminary exam is briefly reviewed in the Graduate School Academic Guidelines found at <http://www.wisc.edu/grad/guidelines/>.

## The Preliminary Exam Committee

During the spring and summer semester of the second year, the student will work with his/her Chairperson (the Major Professor) to form a preliminary exam committee. Committee members are chosen for their substantive knowledge in the content area(s) of the preliminary exam. Students have the opportunity to hear faculty members talk about their research interests in the Faculty Research Seminar (SW 946) in the fall of their first year and are encouraged to identify faculty with similar interests in and outside of the department early in the program. Students may find it helpful to enroll in Independent Readings (SW 999) with faculty members during their second year to get to know faculty and to further develop knowledge around their substantive interest area, theory and/or methods to prepare for the preliminary exam process.

The composition of the Preliminary Exam Committee consists of a minimum of three faculty members. The committee Chairperson and at least one other member of the committee must be members of the School of Social Work PhD faculty. The committee members are responsible for determining readiness of the student to initiate the preliminary exam process, approving the preliminary exam proposal, and evaluating and grading the preliminary exam. It is the student's responsibility to contract with faculty to sit on this committee.

The student is responsible to meet with each member of the committee to review course work and allow the committee member an opportunity to assess the student's knowledge and readiness for the preliminary exam. A committee member may request that the student provide copies of papers from her/his course work in an effort to make this determination. The Chair will be responsible for contacting each committee member to establish the student's readiness for taking the preliminary exam. If committee members believe that the student needs additional course work, the Chair will convey this information to the student, along with a proposed plan for additional course work.

## Timeline for the Preliminary Exam Process

### PROGRESS SEQUENCE FOR THOSE WITH AN MSW\*

	Fall Semester	Spring Semester	Summer Semester
First Year	<p>Coursework</p> <p>Become familiar with the research interests of PhD faculty in SW 946: Faculty Research Seminar</p>	<p>Coursework</p> <p>Begin to formulate ideas about prelim topic; discuss research interests and learn from senior students in SW 947: Student Research Seminar</p>	<p>No requirements</p>
Second Year	<p>Coursework</p> <p>Select Major Professor</p>	<p>Complete coursework</p> <p>Begin to outline prelim proposal in SW 947: Student Research Seminar</p>	<p>Work with Major Professor to build prelim committee; begin drafting prelim proposal and bibliography once Major Professor and committee establish readiness to begin process</p>
Third Year	<p>Complete proposal and hold prelim proposal meeting</p> <p>Note: Prelim proposal should be submitted and approved by <b>October 15<sup>th</sup></b></p>	<p>First Submission of prelim exam by <b>January 15<sup>th</sup></b></p>	<p>Once the prelim exam receives a grade of “pass,” the oral defense is scheduled within the next eight weeks</p> <p>Notify the PhD Program Coordinator at least four weeks prior to the oral defense to request the prelim warrant</p> <p>Note: Coursework must be completed <b>before</b> warrant is requested</p>

\* Joint Program students will take, on average, an extra year to move through the sequence.

## The Preliminary Exam Proposal

The preliminary exam proposal is developed by the student in consultation with the Chair (and other committee members as appropriate) to clearly articulate the format, content and bibliography for the preliminary exam. At a minimum, the proposal consists of a detailed outline that is consistent with the preliminary exam purpose, structure and content (previously described), and that specifies the organization of the paper, major topics and issues to be covered, approximate page length, and reading list. The student is free to consult and dialogue with any member of the faculty while s/he is developing his/her preliminary exam proposal.

Once the preliminary exam proposal is written and reviewed by the committee Chair, copies are submitted to the preliminary exam committee and a preliminary exam proposal meeting is scheduled. At this meeting, the committee will determine whether to approve the preliminary exam proposal and bibliography. The committee may request that the student further revise the proposal and bibliography and require that a second proposal meeting be scheduled after these revisions are completed. The student should make every effort to make revisions in a timely manner (to be agreed upon by the committee) and resubmit the draft to committee members. Once approved, the preliminary exam proposal serves as an agreement for the structure of the preliminary exam. Sample copies of proposals are available (for review only) in the Program Coordinator's office.

## DEADLINES FOR SUBMITTING AND COMPLETING THE PRELIMINARY EXAM PROPOSAL

Please note that an important consideration in developing and approving the preliminary exam proposal is the feasibility of completing the paper within the expected timeline given the proposed format and subject matter. All students are expected and required to complete the preliminary exam proposal, paper and oral exam in a timely fashion. Students in the traditional PhD program should have their preliminary exam proposal submitted and approved by October 15th in the fall of their third year. If they do not have their proposal defended by this date, they must have written approval for an extension from their committee Chair. If they do not have their proposal defended by January 31st of the third year, they will need to obtain the written approval of the PhD Committee for an extension. If they do not defend their proposal by May 30th of their third year, they will no longer be in "good standing." Students who are no longer in good standing will not be eligible for departmental funding. All approved extensions must be documented in writing and given to the Program Coordinator to place in the student's records.

Students in the joint PhD/MSW program, who come in with a BSW at enrollment, should have their preliminary exam proposal submitted and approved by May 15th in the spring of the third year, and those without the BSW should have their preliminary exam proposal submitted and approved by October 15th in the fall of their fourth year. If these deadlines are not met, written approval for extensions will be required from the committee Chair. If after 3.5 months the proposal is not accepted, written approval will be required from the PhD Committee. If the proposal is still not accepted after 7.5 months from the initial deadline, the student will no longer be in "good standing."

## The Structure & Content of the Preliminary Exam

The preliminary exam consists of a written paper approximately 50 pages in length (double spaced, excluding references) that consists of three sections: a critical review of the literature in a general problem area, a discussion of the relevant theoretical literature in the problem area, and a critique of research methodologies and analytic strategies. Students should demonstrate the following as they address these three sections of their preliminary exam:

- a thorough and well defined review, integrative synthesis, and critical analysis of literature that demonstrates an ability to identify issues requiring scholarly attention in their substantive area;
- a grasp of one or more essential theoretical frameworks that have been used to study their problem area with attention to the strengths and weaknesses; demonstrate how their conceptual or theoretical approach to research will contribute to the existing knowledge base in the field;

- a grasp of research designs and statistical methodologies that have been used in the past to study their problem area, including the strengths and weakness of each; demonstrate why they recommend specific research designs or other methods among the various alternatives.

Historically in our department, there has been considerable flexibility in the breadth, length, and content of preliminary exam proposals and papers and we want to retain this flexibility, leaving it to the discretion of the preliminary exam committee to specify more precisely the scope and length of the proposal and written exam.

## DEADLINES FOR SUBMITTING AND COMPLETING THE WRITTEN PRELIMINARY EXAM

Although Graduate School guidelines require that students complete the preliminary exam process within 2 years from the date that the preliminary exam proposal is submitted to the preliminary exam committee, our program's exam structure and expectations are set so that students complete the process within one year from the preliminary exam proposal defense meeting. Students must submit the first draft of their preliminary exam within 3 months after the date that the preliminary exam proposal was approved. If they do not have it completed by this date, they will need the committee Chair's written consent for a three month extension. If it is not completed after nine months they will need the PhD Committee's consent for an extension, and if it is not completed after 12 months they will no longer be in "good standing." Students who are no longer in good standing will not be eligible for departmental funding.

### **Guidelines for Writing the Preliminary Exam**

In keeping with the purpose of the exam as a method for students to demonstrate their mastery of knowledge in a given substantive area, certain restrictions are naturally placed on the communication and feedback process with faculty during the writing process. However, there may be circumstances in which brief consultation with the Chair or other committee members may be helpful to prevent students from becoming stuck. The following restrictions are placed on these consultations. Student may seek verbal consultation from committee members that is restricted to the discussion of ideas or clarifying procedural issues related to the prelim. For example, a student may talk with a faculty member about an aspect of the preliminary exam that he/she is uncertain about. The faculty member may share various considerations or ideas for thinking about the issue and the student will be left to determine how to resolve the matter. Alternatively, a student may find that his/her estimated page length for various sections of the preliminary exam was under- or over-estimated. He/she may consult with faculty to explore options/preferences for addressing this. Faculty members are permitted to look over and comment on a proposed outline of the working paper, but not draft versions of the paper. In addition, the student is permitted to consult with the faculty member via email but these email exchanges have the same restrictions as personal meetings. The committee Chair is permitted to read a draft of the paper prior to it being circulated to other committee members, but is not permitted to give editorial assistance (e.g., no line editing).

The first draft should be submitted within 3 months of the proposal's approval to the Preliminary Exam Committee chair. The Committee Chair will disseminate the written exam to all committee members.

The paper will be read by each committee member who will provide written feedback to the student and the Chair of the committee. Each member of the committee will also submit a grade of either pass or revise and resubmit to the Committee Chair. Students should receive written feedback from the committee within approximately three weeks of the completion of the paper. If the student chooses to complete the paper at a time when faculty members are not expected to be available on campus, the feedback should be given within five weeks. The Chair is responsible for circulating each committee member's feedback to others on the committee.

If the first submission receives a unanimous "pass", an oral exam is scheduled (see oral exam section below). Students may be given a "pass" but still be required to make minor revisions on the paper before holding the oral preliminary exam. If the first submission receives a "revise and resubmit", students will follow the procedure below for revising the paper.

## REVISING THE PRELIMINARY EXAM

The Chair and student will meet to review the committee's feedback and develop a plan to revise the paper. The student will write up this plan and obtain the approval of the Chair. It will be at the discretion of the Chair whether the written plan takes the form of an outline or a more detailed write-up of the proposed changes. Once the Chair approves the plan, the plan will be circulated to each committee member. During this period in which the plan is being circulated, the student could work on revising the paper in accordance with the plan approved by the Chair. If additional feedback is received from committee members that would require a modification of the plan for revisions, the Chair will work with the student to incorporate these changes as well.

If there is contradictory feedback from committee members or suggestions for changes that the student disagrees with or does not understand, the Chair is responsible for clarifying expectations for the revisions (this may require additional conversations or meetings among the committee members and student).

The student has up to one month to revise the paper from the date the Chair and the committee members approve the plan for revisions. The student will hand in the revised paper accompanied by a letter specifying how s/he responded to (or did not respond to and why) each issue previously raised by the committee members.

## THE REVISED PAPER & GRADING

The revised written preliminary exam is read by the committee as a whole, with each committee member evaluating the paper in writing and grading it as (1) pass or (2) fail. Students may be given a "pass" but still be required to make minor revisions on the paper before holding the oral preliminary exam. Students who fail will be dropped from the program.

## THE ORAL EXAM

Once the student receives a "pass" on the written preliminary exam, an oral defense is scheduled. The oral defense should occur within 8 weeks of the student completing the written phase of the preliminary

exam process. Students must notify the PhD Program Coordinator at least three weeks prior to the oral defense to request the preliminary exam warrant (see below).

The broad objectives of the oral exam are: (a) to provide students with an opportunity to demonstrate their general knowledge about the body of literature covered in the preliminary exam; and (b) to provide a forum for students to articulate the implications of the literature they reviewed in their preliminary exam for their dissertation research.

Although the content and structure of the oral exam will vary from student to student and is at the discretion of the Chair and the committee, the oral exam will include (a) a discussion of the content of the paper and the rationale for revisions made (or not made), (b) questions related to the more general bibliography read by the student that are not necessarily addressed in the paper, and/or (c) questions concerning how the preliminary exam might inform the student's dissertation work.

The committee will evaluate the student's performance on the oral exam and assign one of the following marks: pass with distinction, pass, or non-pass. The "pass with distinction" should be reserved for students who merit this evaluation based on their overall performance (i.e., taking into account the student's performance in both the written and oral components of the prelims). Students typically will get the results of the oral exam on the day of the exam. However, if committee members need to delay their assessment of the exam, the results must be communicated to the student within three weeks after completion of the oral. If a student does not pass the oral exam, he or she may retake the exam once.

## THE PRELIMINARY EXAM WARRANT

Once the student has notified the PhD Program Coordinator the date of the oral exam (i.e., at least three weeks prior to the date), the Program Coordinator will confirm the student has completed all coursework and removed all incomplete grades before formally requesting that a preliminary exam warrant be issued by the Graduate School. The preliminary exam warrant must be obtained before the oral exam is taken.

The Graduate School must certify that the student has completed all necessary requirements, maintained a cumulative GPA of 3.00 or higher, and removed all incomplete grades (P's in SW 990 Thesis Research are acceptable) before issuing the warrant. Once the oral exam is passed, the warrant serves as a formal record with faculty signatures certifying that the student has completed the exam.

## SUMMARY OF STUDENT AND FACULTY RESPONSIBILITIES

STUDENT RESPONSIBILITIES	MAJOR PROFESSOR & PRELIM COMMITTEE RESPONSIBILITIES
Select Major Professor (MP)	Help student select Prelim Committee (PC)
Work with MP to draft prelim proposal and bibliography	Contact PC members to establish student's readiness to take prelims
Incorporate feedback on proposal and bibliography and present prelim proposal to Prelim Committee (PC)	Along with PC, provide feedback to student on prelim proposal and bibliography
Begin writing the prelim exam  Complete the first submission within <b>three months</b> from prelim proposal meeting date	Along with PC, approve prelim proposal and bibliography to allow student to proceed with writing process  Set deadline of <b>three months</b> maximum to complete writing
Turn in first submission	PC gives feedback on first submission  PC provides a "pass" or "revise and resubmit" to the MP  MP communicates grade on the first submission to student
If first submission receives a "pass," skip to the section below with *	MP meets with student to discuss feedback and make plan of action for responding to feedback
If first submission receives a "revise and resubmit," student meets with MP, writes up plan for addressing proposed changes/feedback	MP responsible for clarifying contradictory feedback from PC
Student submits plan for full committee approval	PC evaluates and approves plan for revision
Student has one month to revise paper after PC approves plan for revision	PC evaluates revised paper and issues a "pass" or "fail" to the written exam
*After receiving a "pass" on the written exam, schedule Oral Exam with your committee within <b>eight weeks</b>	Schedule Oral Exam within <b>eight weeks</b> of "pass"
Notify Program Coordinator to submit request for Prelim Warrant from Graduate School (at LEAST three weeks prior to oral exam date)	
Defend prelim in oral exam	After oral exam, PC gives overall grade of "pass with distinction," "pass," or "fail"

Upon passing the oral exam, the Program Coordinator will submit the signed warrant to the Graduate School for approval.

**CONGRATULATIONS!** You are now a dissertator, effective the next academic semester.

# DISSERTATION POLICIES AND PROCEDURES

## DISSERTATOR STATUS

Once a student has successfully passed the preliminary exam, and the signed preliminary exam warrant has been approved by the Graduate School, s/he is formally a doctoral degree candidate and has acquired dissertator status. A dissertator is a unique fee status for students who have completed all requirements for a PhD degree except for the dissertation. These requirements (which include passing the preliminary exam) must be met before the first day of classes, to be a dissertator for any given semester.

## REGISTRATION REQUIREMENTS

Students with dissertator status must register for 3 credits only each fall and spring semester. Typically dissertators register for SW 990, Thesis Research, under their major professor. Courses other than 990 must be directly related to your dissertation research. Registering for more than 3 credits will result in the loss of dissertator status for tuition and fee purposes.

Dissertators are not required to register during summer to maintain continuous registration. However, research assistants, trainees, and fellows using University resources such as laboratories, libraries, or faculty time must register for three credits of course work related to their research during the eight week session.

Once you achieve dissertation status you are expected to maintain continuous enrollment until completion of the doctoral degree. Audits and pass/fail courses do not satisfy this requirement. Dissertators who do not maintain continuous registration will be assessed a completion fee equal to twelve times the current per-credit dissertator rate (four semesters' worth). This is a Graduate School policy. The fee is assessed at the time students bring their dissertation to the Graduate School for final review. The completion fee is based on the resident or non-resident status students had at their last term of registration. Students who break registration and then re-enter and register for less than four continuous terms before completion will pay the 12 credit fee minus all continuous registration credits paid since the time of re-entry. If registration is broken but student re-enters and registers for at least four continuous terms, then a completion fee is not assessed.

## DISSERTATION COMMITTEE

The composition of the Dissertation Committee consists of at least 5 current UW-Madison Graduate Faculty members. The committee usually includes the three primary readers from the preliminary exam and at least two and no more than three additional members. The additional members may serve as readers or non-readers at the discretion of the Committee Chairperson. The Chairperson and at least one other member of the committee must be members of the School of Social Work PhD faculty, and at least one member must be from another department. The committee is responsible for approving the dissertation proposal, supervising the doctoral dissertation, and approving the dissertation oral exam. It is the student's responsibility to contract with faculty to sit on and remain on this committee. (NOTE: Changes in composition of the Dissertation Committee that include substitution of two or more of the committee members and/or a change in the Major Professor need PhD Committee approval.)

## GRADUATE SCHOOL REQUIREMENTS REGARDING COMMITTEE COMPOSITION:

The chair or co-chair of the committee must be Graduate Faculty from the student's program.

A PhD final oral examination committee must have at least five members representing more than one graduate program, four of whom must be UW-Madison Graduate Faculty or former Graduate Faculty up to one year after resignation or retirement.

At least one of the five members must be from a field outside of the student's program.

The required 5th member of a doctoral committee, as well as any additional members, retains voting rights. They may be from any of the following categories, as approved by the program executive committee (or its equivalent): graduate faculty, faculty from a department without a graduate program, academic staff (including emeritus faculty), visiting faculty, faculty from other institutions, scientists, research associates, and other individuals deemed qualified by the executive committee (or its equivalent).

## **GUIDELINES FOR WRITING THE DISSERTATION PROPOSAL**

The dissertation proposal provides a blueprint for the dissertation and once approved, constitutes a contract between the student and the committee. Proposals vary by topic, methods and committee preferences; however, they should be clearly written descriptions of a proposed original research study addressing a significant substantive area relevant to social welfare and the field of social work. Dissertation proposals include standard elements of research proposals such as: 1) a succinct problem statement and significant aims of the study; 2) a concise review of the theories relevant to the study and the theoretical or conceptual framework; 3) a review of significant literature pertaining to the proposed study; 4) the primary research questions or hypotheses; 5) a description of the significance of the study; 6) a thorough description of the research methods including design, sampling, data collection, measures, methods of analysis, and statement of human subjects protection; 7) the potential implications for social work or social welfare practice or policy; and 8) references. Other elements may be requested by your committee such as the proposed timeline and schedule for completion, and your tentative dissertation outline.

Students will work with the dissertation committee Chair to develop the proposal and then disseminate it to the committee for review. The length and format of the proposal is negotiated with the Chair and committee members. A dissertation proposal meeting is scheduled three to four weeks after the proposal is disseminated to committee members.

The Chair and a minimum of two additional readers are required to approve the dissertation proposal; however given the advantages of ensuring committee member review and support of the proposal, we encourage students to invite and involve all committee members as early as possible. A copy of the dissertation proposal must also be filed with the PhD Program Coordinator, and the committee Chair must certify that the proposal has been approved.

## **GUIDELINES FOR WRITING THE DISSERTATION**

Students are advised to obtain and review the Graduate School's document, "A Guide to Preparing Your Doctoral Dissertation" (found at: [info.gradsch.wisc.edu/education/completedegree/pguide.html](http://info.gradsch.wisc.edu/education/completedegree/pguide.html))

This publication helps students prepare for their dissertation and the oral defense. Before writing their dissertation, students are also advised to check with the Graduate School and the library to be sure that they are meeting the standards and requirements of the University regarding format requirements and deadlines. For the most up-to-date information, see the Graduate School website at: <http://www.wisc.edu/grad>.

Increasingly, dissertation committees are encouraging students to consider drafting two or more manuscripts in publication-ready format rather than the traditional dissertation format. This format usually includes a broader introduction or background chapter, as well as an integrative discussion chapter. Bibliographies and references throughout the dissertation should be formatted according to the Publication Manual of the American Psychological Association. A reference copy is available in the School of Social Work's library.

## **THE FINAL DISSERTATION ORAL EXAM**

A completed draft of the dissertation should be in the hands of committee members at least 3-4 weeks in advance of the final oral exam date to provide ample time for review. At this time, students must contact the Program Coordinator to submit the Final Oral Committee Approval Form. This form must be submitted to the Graduate School at least 3 weeks before the Oral Exam is scheduled as this gives the Graduate School time to return the Final Defense Warrant to the School.

Along with the Warrant, the Graduate School also sends a packet that contains documents and information on the final steps and requirements necessary to complete the dissertation. The Program Coordinator will review the packet materials with the student. Refer to Appendix B for a checklist of documents that need to be completed prior to the oral defense and final deposit. It is the student's responsibility to complete all required documents and to schedule a final deposit with the Graduate School, upon passing the oral dissertation defense.

Students should ask their committee Chair how to prepare for the final oral exam. Generally students are asked to prepare a brief presentation of their dissertation research followed by a question and answer discussion. Students may be asked to leave the room so that committee members can discuss the dissertation at any point during the final oral exam. Occasionally, at the final oral exam, it is discovered that while the thesis as a whole is acceptable, there needs to be a small amount of additional work completed or corrections made. If this can be completed in about a month without difficulty, all of the members, except the Major Professor, may sign the necessary documents at the final oral exam meeting. When the Major Professor, in consultation with the other members, agrees that the additional work has been completed in a satisfactory manner, she/he then signs these documents without another oral exam. This procedure is designed only to make relatively minor changes; the discovery of a major flaw in the thesis should lead to a new final oral exam.

After the exam, the final typed thesis, abstract, committee page and signed warrant are returned to the Graduate School with additional materials the Graduate School has required. Students cannot receive certification of degree completion from the Registrar's Office until all grades are in.

## **DEGREE DEADLINES**

The Friday before commencement is generally the deadline for the Graduate School to receive final deposits. This deadline is found in that semester's Timetable. If you complete your dissertation after the last day of classes but before the end of registration week of the next semester, your degree will be issued for the following semester; you will not need to register or pay additional fees for that following semester. This is called the Degree Window Period and you may contact the Program Coordinator for the dates in the specific semester you are defending. However, be aware that this may affect your student loan deferral status. Check with your lender!

## **FIVE YEAR TIME LIMIT**

A candidate for the PhD degree who fails to take the dissertation defense within five years after passing the preliminary exam is required to take another preliminary exam and be admitted to candidacy for a second time. Students who are absent for five or more years must file a new Graduate School application for admission and submit it with a new application fee. For information, see Reentry Procedures, [grad.wisc.edu/education/admissions/reentry.html](http://grad.wisc.edu/education/admissions/reentry.html).

## **COMMENCEMENT**

Approximately 6-8 weeks before commencement, the Public Functions Committee of the Office of the Secretary of the Faculty, 133 Bascom Hall (262-3956), mails commencement information to the PhD Program Coordinator asking for the names and other information of students planning to graduate. The Coordinator reports the candidate's name, current mailing address, faculty escort, and the escort's office address to the Public Functions Committee and will contact the student for this information.

It is traditional for the Major Professor to escort graduates, but students may ask another faculty member to escort them at graduation. One faculty member may escort multiple students (after crossing the stage with one student, the faculty escort returns to escort the next student). Faculty escorts rent caps and gowns through the University Book Store. Orders should be placed approximately six weeks before commencement. Disposable caps and gowns are available for those who miss the deadline. Commencement candidates will receive cap and gown rental information from the Public Functions Committee.

A few days before commencement, escorts and candidates will receive by mail detailed information relative to marching and seating. Names of candidates are generally read from a card the student hands to the Dean while crossing the stage. Diplomas are mailed approximately three months after the graduation date.

# IMPORTANT PROGRAM POLICIES

## YEARLY REVIEW OF STUDENT PROGRESS

Each spring, the PhD faculty, in consultation with the Program Chair and the major professor (or temporary advisor for first year students), conduct a yearly review of the progress of all PhD students, including those in the joint MSW/PhD Program. The yearly review is intended to monitor student progress in the program to assure that students are completing the required and elective courses satisfactorily and are moving toward completion of the degree in a timely manner. It is expected that joint students' progress with respect to the PhD course requirements will depend on which program option they have selected. Students in the joint program are expected to move at a slower pace in the program than students who entered the PhD program with an MSW. Students will receive feedback from the Chair of the program in the form of a letter during the summer.

## GRADES & SATISFACTORY PROGRESS

Students must pass all courses with a grade of B or better. A student must re-take any core course in which a lower grade than B is received, except for the statistics sequence where a grade of BC or C may be offset by a grade of A or AB in another statistics course. The core PhD courses for the social welfare degree are listed on page 4.

If a core course needs to be taken again, the credits accumulated when the grade was below a B will not count towards School of Social Work degree credit requirements. When a student needs to retake a core course, the Program Coordinator will notify the Major Professor/Temporary Advisor, who will also review the student's overall academic record and may recommend to the PhD Committee that the student be placed in a status of unsatisfactory progress until the grade of B is achieved. In addition, the instructor of the core course has the option to consult with the Major Professor to find a suitable replacement course for the core course if s/he believes such input is warranted. Failure to achieve the satisfactory grade when a course is repeated (or when a comparable course is taken) will automatically place a student in a status of unsatisfactory progress.

Students must meet both the Graduate School requirements and the School of Social Work criteria for satisfactory progress in order to continue in the program. Students are expected to maintain a grade point of at least B (3.0) in all courses and seminars. The Program Coordinator will ask students and major professors to update the annual "Feedback Form" at the end of each academic year to evaluate whether a student's progress is satisfactory.

## INCOMPLETES

According to Graduate School policy, incomplete grades must be resolved by the end of the next semester; however, an earlier deadline may be imposed by the instructor. The School of Social Work policy is: "if an incomplete is not removed within the following semester after the incomplete was given, the student will be placed on probation. Under extraordinary circumstances, students can request a waiver of probation from the PhD Committee." All incompletes must be resolved before the Grad School will issue a warrant for the preliminary exam defense.

## FAILURE AND TERMINATION FROM THE PROGRAM

The following conditions will result in termination from the program:

1. Receipt of a "fail" on a revised and resubmitted preliminary exam paper.
2. Failure to complete the preliminary exam process within the Graduate School's two-year limit.
3. Failure to complete the dissertation and take the oral exam five years after taking the preliminary exam (and failing to retake the prelim).
4. Failure to maintain satisfactory progress in the program such as failing to remove incompletes in the required period of time or remaining on leave of absence beyond the time limit approved by the faculty.

## ACADEMIC MISCONDUCT AND PLAGIARISM POLICY

The School of Social Work takes violations concerning academic misconduct very seriously. All students should be well aware of the forms and consequences of academic misconduct. Chapter 14 of the University of Wisconsin Administrative Code defines academic misconduct as any act in which a student:

1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. intentionally impedes or damages the academic work of others;
5. engages in conduct aimed at making false representation of a student's academic performance; or
6. assists other students in any of these acts. UWS 14.03(1)

Many forms of academic misconduct involve plagiarism, defined as the appropriation of passages or complete works of another person, from any source (e.g., web, books, journal articles) and submitting them as one's own work--either in written materials or speeches, and/or the presentation of the ideas of others as one's own ideas without giving credit.

Plagiarism takes two major forms:

1. The use of direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting.
  - a. Direct Quote: To repeat verbatim or to copy verbatim the words of another. "Words" mean passages, sentences, or paragraphs. A "passage" here is defined as six or more words.
  - b. If, in a paper, you use a direct quote from a web site, book, article, interview, or presentation, and the quote is more than six words cited verbatim, you must put quotation marks around the quote and give credit to its author and source. For example: An author states, "The laymen's concepts about the world of experiences may be conveniently classified into those that fulfill the function of identification and those that fulfill the function of interrelation." (Krugliani, Hamel, Maides, and Schwartz, p.302)
  - c. You may use your own words in part of your sentence and the authors' words in the remainder of the sentence. When you use six or more of the authors' verbatim you must use quotation marks: E.g., Ordinary People usually classify experiences into those "that fulfill the function of identification and those that fulfill the function of

interrelation." (Krugliani, Hamel, Maides, and Schwartz, p. 302) Reason for quotation marks: Six or more of the authors' words were used verbatim.

- d. You may directly quote six words, interrupt the sentence with your own words, and then complete the sentence with the words of the authors. If any six words are used verbatim, you must use quotation marks: e.g., "The layman's concepts about the world of experiences," some researchers have asserted, might be classified into ones that "fulfill the functions of identification and those that fulfill the function of interrelation." (Krugliani, Hamel, Maides, and Schwartz, p. 302)
  - e. Of course, if you use another author's whole sentence (or paragraph), you must also use quotation marks and cite the source.
2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the source of the ideas.
    - a. A Paraphrase is a restatement of a text or passage in another form or other words. (i.e. putting into your own words the ideas of another person). Using the exemplar original statement, the following is a paraphrase: Ordinary people usually classify their experiences into convenient categories: Those that fulfill the identification function and those which fulfill the interrelation function. (Krugliani, Hamel, Maides, and Schwartz)

Note: There is no need for quotation marks because no six words are those of the authors. However, the idea is still that of Krugliani et al., so they must be given the credit.

Penalties for academic misconduct range from an oral reprimand to suspension or expulsion from the university. The full text of the state statute governing academic misconduct, UWS 14, Student Academic Disciplinary Procedures, as well as the UW-ca The UW-campus procedures for implementing the provisions of UWS 14 and general information about academic misconduct, are available at [www.wisc.edu/students/conduct.htm](http://www.wisc.edu/students/conduct.htm) or from the Offices of the Dean of Students, 75 Bascom Hall, 263-5700.

## **GRIEVANCE AND APPEAL PROCEDURES**

The School of Social Work adheres to the Graduate School policies on Grievance and Appeals, which are detailed in the Graduate School Academic Guidelines:  
<http://www.grad.wisc.edu//education/acadpolicy/guidelines.html#97>.

## **SEXUAL HARASSMENT POLICY**

The School of Social Work takes issues of sexual harassment very seriously. The School follows the Graduate School policy on sexual harassment, which is fully described in the Graduate School Academic Guidelines, and can be found at:  
<http://www.grad.wisc.edu//education/acadpolicy/guidelines.html#99>

## **LEAVE OF ABSENCE**

Any student requesting a one-year leave of absence from the program must submit a request in writing to the Chair of the PhD program who will bring the request to the PhD Committee for approval. The request should detail the reason(s) for the leave and the duration. Students should consult with their Major Professor and inform them of their intentions. To return to the program, students must apply for

reentry by sending a letter of intent to the Chair of the PhD program. Note: Students who are not continuously enrolled during a fall or spring semester must apply for reentry to the Graduate School. Students should consult the Graduate School Academic Guidelines ([www.wisc.edu/grad/guidelines/index.html](http://www.wisc.edu/grad/guidelines/index.html)) for further information.

## APPENDIX A

### Policy for Field Placements

For Students in the Joint MSW/PhD Program

Research is an essential component of all levels of social work practice and is a crucial element for advancing the field. The joint MSW/PhD program is highly invested in training students to contribute to social work's knowledge base by producing and consuming methodologically rigorous research that has the potential to inform social policy and social work practice. As such, students (including both 2nd year students and advanced standing students) in the joint MSW/PhD program are entitled—and encouraged—to engage in a research-focused field placement that is supervised by a member of the School's research faculty and can be funded as PA positions.

To arrange such a placement, a student should identify a faculty mentor who is willing to serve as the student's field supervisor and with whom the student will engage in a research project that will comprise the field placement. The student and field supervisor (i.e., faculty mentor) will then consult with the field director to identify the field unit that is most relevant to the project and the student will enroll in that unit. All field units offering 800 level slots are eligible to receive students participating in such placements.

Once the student is enrolled in a field unit, the student and field supervisor will design a learning plan that meets the concentration year learning objectives. The student, field supervisor, and field instructor will then meet to finalize the learning plan and to review field unit assignments, and alter them if necessary, in order to ensure that they are appropriate for the student's research placement.

The research-focused field placement may constitute the entire field placement or a portion of the placement, at the student and research field supervisor's request. If the research-focused placement is to constitute only a portion of the placement, the student and research field supervisor will collaborate with the field instructor to coordinate the learning plans between the two placements.

## APPENDIX B

### SW 675: Topics in Contemporary Social Welfare

Social Work Internship

This two-credit internship is intended to introduce students to the profession of social work and practice. Designed for students seeking the PhD, who do not have an undergraduate or graduate social work degree, students are placed in one of several social work agencies to gain exposure to the social

work profession and professional experience, and to learn about generalist social work. While completing the internship, students are simultaneously enrolled in SW 440: Practice I: Foundations of Generalist Practice. The assignments from SW 440 will assist the student to reflect upon their internship experience as it relates to generalist social work knowledge, skills, values and principles.

Students are expected to participate in agency training required for staff, volunteers or students, and spend eight hours per week over the course of the semester in the agency under supervision of a qualified social work practitioner.

## OBJECTIVES AND GUIDELINES

The primary objective of this internship is for students to gain an understanding of generalist social work practice as a problem solving process of planned change. In collaboration with the agency supervisor, students will identify an agency based project that is needed to enhance services, programs or policies, that will also allow the student to meet one or more of the other SW 440 course objectives (see below). The student will engage in the planned change process to carry out that project over the course of the semester.

### SW 440 Course Objectives:

- a. Understand social work purpose, focus, values, ethics, process, methods and roles, with particular understanding of generalist practice at the micro, mezzo, and macro levels
- b. Understand generalist social work well enough to identify and critically evaluate its central concepts
- c. Understand generalist social work as a problems solving process of planned change and be able to differentiate it from agency procedures
- d. Recognize ethical dilemmas in practice and apply ethical principles, decision making models, and the NASW Code of Ethics to analysis for resolution of these dilemmas
- e. Be able to evaluate field practice from a generalist perspective; know how social work professional self may differ from agency self, and identify how a generalist social worker can operate in their field setting
- f. Integrate a basic understanding of, and respect for populations at risk and for diversity; including culture, social class, race, ethnicity, gender, age, disability, and sexual orientation; for effective practice with and on behalf of all client groups
- g. Understand how to apply and evaluate social work intervention strategies to ameliorate risk and to improve the socioeconomic environments of vulnerable groups

## PROCEDURES

**Finding a Placement:** The student will complete PhD Student Field Internship Form and return it to the Field Director. Based on the information on the Form, the Field Director will temporarily assign the student to the appropriate Field Unit Instructor who will work with the student to identify a suitable internship placement. Once a suitable agency is identified, the Field Instructor will notify the student, the agency supervisor, and the PhD Program Chair that a match has been made. This communication will include the contact information for the PhD Program Chair who will be the contact person with the agency supervisor and the student from this point on. The student will contact the agency director and set up a planning meeting.

Developing a Proposed Plan: Students will meet with the agency supervisor to learn about the agency and share information about their own background, interests and career goals. The supervisor and the student will share their ideas about possible projects that could reasonably be accomplished over the course of the semester and also meet learning needs of the student. The student will work with the agency supervisor to develop a learning plan for the semester. Once a learning plan is in place and a project is identified, the student should develop and submit the learning plan and a brief proposal to the PhD Program Chair that details the project and plan that they will carry out over the course of the semester. This proposal should be approved by the agency supervisor prior to submission to the PhD Program Chair.

Understanding Generalist Practice: SW 440 provides a conceptual base for generalist social work practice at all levels. Through readings, lecture, class discussion, small group experiences, and written work students come to conceptualize social work and to integrate knowledge of social work theory and practice. The internship provides an environment for students to reflect on as it relates to the SW 440 content and assignments. The planned changed process of generalist social work practice that is examined in SW 440 includes the phases of engagement and assessment, planning and contracting, implementation, and evaluation and termination. This is the model that the student will follow to complete their agency project. For example, students will need to engage with the agency and complete an assessment relevant to the work at hand. They will need to develop a plan for the project, contract with the agency to complete the project, and implement it. They will need to consider how to evaluate the plan (i.e., how will one know if the project is done well and meets the need it was intended to fulfill). And finally the student will “terminate” from the agency after completion of the course requirements.

Writing the Final Paper: At the end of the semester, students will submit a 10 page (double spaced) paper to the PhD Program Chair, describing the following:

- A short description of the agency (e.g., mission/purpose, populations served)
- A concise description of the project that was completed, with attention to the planned change process that was carried out and the objectives that were met.
- A personal assessment of learning and accomplishments (i.e., what was learned, were learning goals met? How did this experience enhance your understanding of the profession of social work?)

## EVALUATION

The PhD Program Chair will monitor and assess internship performance, and work with the internship supervisor as needed. The Chair will elicit an assessment of internship performance from the internship supervisor, which will be factored into the student’s performance evaluation for grading purposes.

## APPENDIX C

### CHECKLIST FOR FINAL ORAL DEFENSE AND FINAL DEPOSIT

Request the final oral warrant at least 3 weeks before defense date.

Schedule a meeting with the PhD Program Coordinator, once the warrant arrives, to go over paperwork.

Obtain the final oral defense warrant from PhD Coordinator. This warrant is to be signed by all committee members upon successful completion of defense, and must be taken to final deposit at the Graduate School.

Obtain the Committee's page from PhD Coordinator. This page must have typed dissertation title, name, date of defense, and year degree to be awarded. All committee members must sign this form, and must be taken to final deposit at the Graduate School.

Publishing agreement form, to be taken to final deposit at the Graduate School.

ProQuest Authorization to Apply for Registration of My Claim to Copyright, to be taken to final deposit at the Graduate School.

Survey of Earned Doctorates, to be taken to final deposit at the Graduate School.

UMI Abstract. This abstract must be signed by your advisor and is in addition to any abstract that may be in your dissertation, to be taken to final deposit at the Graduate School.

Completed unbound dissertation on standard, white, 20 pound weight paper, to be taken to final deposit at the Graduate School.

Submit NASW Social Work Abstract Permission Form (Appendix C) and a copy of dissertation abstract to PhD Program Coordinator.

Submit Social Work PhD Alumni Form (Appendix D) to PhD Program Coordinator.

Microfilming & binding fee. After the Graduate School has approved your dissertation, you will be authorized to pay the fee of \$90.00.

If you are registering and retaining copyright of your dissertation through ProQuest, you will also pay the copyright fee, currently \$65.00, at the Bursars office.

## **APPENDIX D**

### **NASW SOCIAL WORK ABSTRACTS SUBMISSION GUIDELINES**

Each year the National Association of Social Workers solicits PhD dissertation abstracts for publication in Social Work Research and Abstracts. This is how the field keeps track of dissertations being completed at different universities. Upon completion and approval of the dissertation, the dissertation abstract should be submitted by the student to the PhD Program Coordinator, who will submit it to the journal. Abstracts will only be accepted from the social work program, not from individual students.

Students will receive the "Permission Form for Abstract of Dissertations" with the dissertation packet from the PhD Program Coordinator. One original and one copy of the abstract, along with the signed

permission form, should be submitted to the PhD Program Coordinator. Abstracts received after July 15th will be published the following year.

Abstract content/format guidelines from Social Work Research and Abstracts:

Include the following information in the abstract:

- **Research question.** Clearly state the research question or hypothesis. There is no need to justify choice of the question.
- **Scope of the study.** Mention the time period covered by the research and the sample size. Note the nature of the sampling procedure without giving full details.
- Instruments used. Indicate that a schedule, rating, scale, or other device was used but do not describe the device in detail.
- **Findings.** Include major findings; detailed reporting of results is not feasible.
- **Agencies.** Names of agencies providing materials for the study are not needed. For example, instead of naming three family agencies providing materials, say that the study included material from three family agencies.

LENGTH: Abstracts must not exceed 300 words.

STYLE: Keep the abstract simple and clear; avoid jargon; and do not use footnotes. The editor of Social Work Abstracts will edit for style and clarity only.

FORMAT

- Submit the original typed copy.
- The abstract should be double-spaced on 8 ½ x 11 white paper.
- Include a heading in the format shown below:

Lewis, L.E., System change activities of neighborhood centers and program orientations of boards and staff. Columbia Univ., PhD, June 1999.

Rothstein, M.B., Depression in pregnancy as it relates to feminine identification conflict and perceived environmental support. Smith College, DSW, August 1995.

PROOFS Authors will not receive proofs before publication of abstracts.

## PERMISSION FORM FOR ABSTRACTS OF DISSERTATIONS

Managing Editor, ABSTRACTS  
Social Work Abstracts  
Journal of the National Association of Social Workers, Inc.  
750 First Street, NE, Suite 700  
Washington, DC 20002

I hereby grant permission to Social Work Abstracts, a Journal of the National Association of Social Workers, Inc., to publish the abstract, to index, and to distribute materials derived from my work entitled below in print and online. I understand that this permission does not apply to the work as a whole and that NASW will retain rights to use only the abstracted or indexed portion of my work.

**PLEASE PRINT CLEARLY OR TYPE**

Student's full name:

\_\_\_\_\_

Last

First

Middle

Dissertation Title: \_\_\_\_\_

\_\_\_\_\_

School: \_\_\_\_\_

Title of Book/Journal where dissertation will appear: \_\_\_\_\_

\_\_\_\_\_

ISSN/ISBN \_\_\_\_\_ Volume \_\_\_\_\_, Issue \_\_\_\_\_ Date: \_\_\_\_\_

Degree: \_\_\_\_\_ PhD Date awarded: \_\_\_\_\_

\_\_\_\_\_  
Author's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dissertation Advisor's Signature

\_\_\_\_\_  
Date

# APPENDIX E

## PHD ALUMNI RECORD

NAME (LAST, FIRST, MI) \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

CITY, STATE, ZIP, COUNTRY \_\_\_\_\_

PHONE NUMBER (        ) \_\_\_\_\_ E-MAIL ADDRESS \_\_\_\_\_

WORK ADDRESS \_\_\_\_\_

INSTITUTION NAME \_\_\_\_\_

CITY, STATE, ZIP, COUNTRY \_\_\_\_\_

POSITION DESCRIPTION \_\_\_\_\_

RANK OR TITLE \_\_\_\_\_

Dissertation Title \_\_\_\_\_

MAJOR PROFESSOR \_\_\_\_\_

DATE ENTERED PROGRAM \_\_\_\_\_ DATE GRADUATED PROGRAM \_\_\_\_\_

**PLEASE COMPLETE FORM AND RETURN TO:**

PHD PROGRAM COORDINATOR  
UNIVERSITY OF WISCONSIN-MADISON  
SCHOOL OF SOCIAL WORK  
1350 UNIVERSITY AVENUE  
MADISON, WI 53706