Student Handbook
2022-2023
PhD Program

This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this University of Alabama School of Social Work PhD Student Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from the Graduate School Catalog, your advisor, the program director or other appropriate individuals in the School of Social Work or The University of Alabama.

Revised August 2022

GREETINGS

This PhD Student Handbook provides an overview of the policies, procedures, and resources of the University of Alabama PhD Program in Social Work. You will want to become familiar with these policies and procedures as you successfully progress toward the PhD.

What may not be apparent in the following pages is the commitment of the School of Social Work faculty members to advising PhD students; our continuous efforts to make the curriculum relevant and stimulating for students; faculty mentorship by example and through collaborative activities; and ongoing assistance to identify employment opportunities for social work scholarship, research, education, and training.

Your fellow students in the PhD Program will be available to share their experiences, support, and advice. We hope that the relationships you form with peers will become life-long collegial and personal contacts after your graduation from the School. The PhD Student Organization (PSO) selects two students each year to represent students on the PhD Program Committee and sponsors informal and formal functions. We encourage your involvement with the PSO.

The Dean of the School of Social Work, Schnavia Hatcher, PhD; is a strong advocate for the PhD Program and will provide excellent support for students, faculty, and the overall program, as will the Dean of the University's Graduate School, Dr. Susan Carvalho; and her staff. As the Director of the PhD Program, I strive to be available to answer your questions, whether by e-mail, by phone, or by appointment.

Best wishes to you through your exciting and challenging academic journey toward pursuit of your PhD in social work.

Welcome to the University of Alabama and the School of Social Work!

August 2022
Debra Nelson-Gardell, PhD, LICSW
Associate Professor
PhD Program Director

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I.   Purpose of Handbook

This handbook has been designed to supplement the University of Alabama (UA) *Graduate Catalog* with details about the School of Social Work's PhD Program. The faculty and staff of the School of Social Work provide education, leadership, mentoring, and guidance to assist students in obtaining the maximum possible benefit from graduate education. For additional advice and/or clarification of policies and procedures, students should consult with their assigned academic advisor, the PhD Program Director, or staff in the Office of Educational Programs and Student Services. The Graduate Catalog is available at https://catalog.ua.edu/graduate/.

II.   The School of Social Work in the University Context

The University of Alabama

The state's oldest public university, UA, designated as a doctoral university with the highest level of research activity by the Carnegie Commission on Higher Education, is the senior comprehensive doctoral-level institution in Alabama. Established by constitutional provision, with subsequent statutory mandates and authorizations, the University's mission is to advance the intellectual and social condition of the people of the state, the nation and the world through quality programs of teaching, research, and service.

The University offers a wide array of continuing education opportunities to adult and non-traditional students. UA recognizes the importance of educating students to live and work in a global community of increasingly interdependent countries. Additionally, UA's research and instructional programs form a base for extensive outreach activities. This extends the University's influence and continuing linkages with business, industry, and government beyond the bounds of the state as it assists developmental efforts at regional, national, and international levels.

The Graduate School

The Graduate School, through graduate offerings of the various schools and colleges, prepares students for careers in a wide range of teaching, research, and service activities. The Graduate School operates in cooperation with the other divisions of the University to foster the research and scholarly activities that are the hallmark of a graduate institution.

Graduate study is designed for college graduates who desire a deeper and more thorough involvement in scholarship and research and more thorough professional preparation in their chosen fields. Graduate study, especially on the doctoral level, aims at the development of independent scholarship, originality, and competence in research or competence in the various professional areas in which doctoral programs are offered. See the *Graduate Catalog* for further information https://catalog.ua.edu/graduate/.

The School of Social Work

The University of Alabama's School of Social Work prepares scholar-practitioners and researchers committed to ending adverse social conditions and promoting societal well-being through teaching, research, and service.

Teaching. The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; the Doctor of Social Work degree, which prepares graduates for leadership and teaching, and the Doctor of Philosophy degree, which prepares graduates for careers in research, scholarship, and education.

Research. Faculty, staff, and students of the School develop research-based approaches to understand, prevent, and address complex social and health behavioral problems at the local, national, and global levels.

Service. The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations.

As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

The PhD Program

The University of Alabama's social work PhD program prepares social work scholars who develop and disseminate knowledge. As with other members of the Group for the Advancement of Doctoral Education in Social Work (GADE), our PhD program focuses on preparing scholars, researchers, and educators who will function as stewards of the discipline.

Following are specific goals of the PhD Program:

- To provide a rich, supportive environment that enables a diverse group of students to pursue and attain their academic and professional goals.
- To prepare social work scholars committed to social justice, advocacy, the social work profession, and its clients.
- To equip our students to produce quality research and engaged scholarship that effects meaningful change.
- To prepare students to translate research for use by relevant stakeholders.
- To prepare our graduates to be successful educators of future social workers.

The PhD Program builds on a base of professional knowledge and practice in social work. In addition to a rigorous grounding in research, the program offers students the opportunity to develop a comprehensive understanding of a selected area of concentration and, through the dissertation, to contribute to knowledge development in that area.

Students are provided with in-depth study of research methods; the design of scientific investigations; data collection, management, and analysis; and writing for publication. The PhD Program includes a strong research methods curriculum. In addition, students take substantive courses in theory and other topics and elective courses. As soon as they enter the program, students begin working with the Program Director for program planning and guidance.

Through required and elective courses, experiences as graduate research assistants, academic relationships with faculty and other students, and their dissertation experience, students learn theory, research methods, and critical evaluation of social work policies and practice. Understanding that for many researchers, research and teaching go hand-in-hand, each informing the other, the program also helps students to hone their teaching skills, through a required course in social work education and through graduate teaching assistantships.

The PhD curriculum includes courses in research methods, data analysis including statistics, social work education, social welfare policy, and other substantive areas. The four required research methods courses emphasize philosophy of science and theory building, research design (qualitative, quantitative, and mixed methods), and practical applications of research knowledge and skills. Students are also required to complete a statistics sequence or pass a statistics proficiency exam, and to complete at least one elective research course. Among the research electives offered regularly are observation and measurement, qualitative data analysis, and mixed methods research.

Students are also required to complete a social work education course. This course focuses on the multiple aspects of being a social work educator, including planning and delivering instruction and assessing student learning. In addition, during the first three years of their PhD Program, students typically have the opportunity to work as graduate teaching assistants. Many students are also able to teach at least one BSW course as an instructor of record. Students with social work practice experience sometimes serve as field education liaisons.

The other major components of the PhD curriculum include (a) 9 elective credits (at least one of which should be taken outside of social work), (b) a comprehensive examination; and (c) dissertation work. Through supervision of the students' substantive and elective course work and their comprehensive examinations, faculty ensure that the students are prepared to complete dissertation research that is both methodologically sound and contributes to the social work knowledge base.

Throughout the student's academic program, faculty members mentor doctoral students through research collaboration, co-authorship of manuscripts and conference presentations, networking at a variety of conferences, and supervising classroom experience. Our PhD program is notable among social work doctoral programs for the range and depth of its research foundation courses and electives. Exceptional opportunities are available for students interested in research in such areas as mental health, aging, juvenile/criminal justice, gerontology, and child welfare. There are opportunities for collaboration with the Alabama Life Research Institute, Alabama Transportation Institute, Alabama Research Institute on Aging, the Institute for Social Science Research, the Center for the Prevention of Youth Behavior Problems, the Youth Services Institute, and with other colleges and departments of the University and various units of the University of Alabama at Birmingham (UAB).

Applicants need a strong academic record, but not necessarily an extensive background in research. An individually planned part-time option is available, although the University's residency requirements must be met.

History of the University of Alabama School of Social Work

The University of Alabama, located in Tuscaloosa, Alabama, is a public co-educational institution that began admitting students in 1831. The Alabama Legislature established the School of Social Work in 1965 to address Alabama's critical shortage of and pressing need for professionally trained social workers. Prior to this time there were fewer than 100 trained social workers in the state, accounting for about 19% of the persons employed in the state's social welfare positions. Forty-eight of the state's sixty-seven counties had no professional social workers. The University of Alabama is the only university in the state that offers degrees at four levels of social work education: the Bachelor of Social Work (BSW), the Master of Social Work (MSW), Doctorate of Social Work (DSW), and the Doctor of Philosophy (PhD) in Social Work.

BSW Program. The undergraduate program in social work was approved in 1969 and was placed within the School of Social Work in 1970. The Council on Social Work Education (CSWE) first accredited the BSW Program in 1974. The program was most recently re-accredited in 2018 for eight years, which is the maximum period for accreditation.

MSW Program. CSWE first accredited the MSW program in 1969. It was within this year that the first class of 27 MSW social workers graduated and received their degrees. The MSW Program has been accredited continuously since 1969. The accreditation of the program was reaffirmed in 2011 for eight years, the maximum period for accreditation.

DSW Program. Launched in 2020, the DSW program is the School of Social Work's most recent degree program. The DSW program advances social workers' skills in clinical practice, administrative social work, and social work education. It is a primarily online, part-time program focusing on working social work professionals with post-MSW practice experience.

PhD Program. The doctoral program began as a Doctor of Social Work (DSW) program in 1975 to prepare researchers and instructors for the social work profession. Over the years, recognizing the need for increased emphasis on research for the social work profession, the faculty substantially revised the program. Since 1992, the school has conferred the Doctor of Philosophy (PhD) in Social Work degree. The PhD Program is a member of the Group for the Advancement of Doctoral Education (GADE) in social work.

III.   The PhD Program in Social Work

Objectives

The purpose of the PhD Program is to prepare researchers who will contribute to the development of knowledge for the social work profession. Students are prepared to assume scholarly roles in the social work profession by conducting research that will advance knowledge, by testing and building theory, and by evaluating critically social work policies and practice. Students are also prepared to assume leadership roles in social work education as instructors and academic administrators. Graduates of the program are distinguished by their:

- Commitment to continuous, long-term inquiry;
- Mastery of research methods that can advance social work knowledge;
- Mastery of existing social work knowledge;
- Understanding of the social, political, and philosophical issues affecting social work and social welfare, including issues of social justice, oppression, and equity;
- Commitment to leadership roles in social work education and research and to the practice and incorporation of research and practice ethics;

The PhD degree is granted primarily on the basis of scholarly achievement. This achievement is demonstrated in three ways:

1. Successful completion of all required course work.
2. Passing a comprehensive examination requiring application of social work knowledge.
3. Completion of original research in the chosen area of concentration and writing and defending a dissertation reflecting that research.

Intellectual and Professional Growth

Graduates of the PhD Program in Social Work can expect to have developed the following:

- A commitment to continuous inquiry;
- Competence in research methods useful in improving and extending knowledge for the social work profession;
- Mastery of existing knowledge in the field at a high level of scholarship;
- An understanding of the social, economic, political, and philosophical issues affecting social work and social welfare, including issues of oppression and social justice and equity, at a level that will sustain independent research and knowledge-building;
- An understanding of funding mechanisms for social work research;
- An ability to integrate concepts from other professions and disciplines into social work knowledge;
- An area of special expertise serving as a focus for continued inquiry;
- A commitment to leadership in social work education, research, and practice;
- Knowledge of and adherence to research and practice ethics;

Basic Components of the PhD Program

The basic components of the PhD Program include coursework, a comprehensive examination, and dissertation research. The program is sequential; thus, course work prepares students to develop their own area of research specialization which forms the basis for their dissertation research. These components are summarized below.

Course Work. Courses are taught by social work faculty and faculty in other divisions.
Courses in:
- Substantive Social Work Knowledge
- Research Methods

- Statistics
- Elective areas

Comprehensive Exams. Satisfactory completion of written comprehensive exams requiring the application of essential social work knowledge in the areas of practice/theory, policy and research.

Dissertation. Development of the dissertation is guided by a dissertation committee composed of five or more faculty members, at least three of whom must be members of the School of Social Work graduate faculty and at least one of whom must be a faculty member from another division of the University. The fifth member may be from the SSW faculty, another division of the University, or from outside the university. In accordance with UA Graduate School policy, if "the outside member is not a full or associate member of the UA Graduate Faculty (e.g., if they are a highly qualified person from another university, a business or industry), the graduate dean needs to appoint that member by approving Affiliate Graduate Faculty status for the specific purpose of serving on the student's dissertation committee."

- Dissertation Proposal Steps
  - Write dissertation proposal in consultation with dissertation chair
  - Proposal Defense

- Dissertation Steps
  - Conduct dissertation research and write dissertation in consultation with dissertation chair
  - Dissertation Defense

These components are described in detail in the sections that follow.

IV.   Social Work Doctoral Faculty and the PhD Program Committee

The faculty of the School guides the student's progress in the PhD Program in Social Work. Instructors of courses in the PhD Program and members of dissertation committees must be members of the Graduate Faculty of The University of Alabama. Dissertation committee chairs must be full members of the Graduate Faculty and faculty members in the School of Social Work.

The faculty–whose expertise includes many substantive areas including children's services, aging, rural populations, school social work, criminal/juvenile justice, social work and health care, and clients' use of services–conducts research that informs current and future social work practice and social welfare policies and services.

Full-time Doctoral Faculty, 2022-2023

Tania Alameda-Lawson, PhD (Florida International), Associate Professor[1]
David L. Albright, PhD (Florida State), Professor & Hill Crest Endowed Chair[1]
M. Daniel Bennett, PhD (North Carolina), Assistant Professor[2]
Daphne Cain, PhD (Tennessee), Professor and Associate Dean for Administration[1]
Catherine Carlson, PhD (Columbia), Assistant Professor[1]
Leah Cheatham, PhD (Florida State), Associate Professor[1]
Ellen L. Csikai, PhD (Pittsburgh), Professor[1]
Laura Hopson, PhD (Texas-Austin), Associate Professor[1]
Sebrena Jackson, PhD (Clark Atlanta), Assistant Professor and
Associate Dean of Educational Programs and Student Services[1]
Luciana Giorgio Cosenzo, Assistant Professor[2]
Karen Johnson, PhD (Columbia), Assistant Professor[1]
Hee Yun Lee, PhD (UCLA), Professor and Endowed Chair in Health[1]
Lewis Lee, PhD (Pittsburgh), Assistant Professor[2]
Tenesha Littleton, PhD (Georgia), Assistant Professor[2]
Debra M. Nelson-Gardell, PhD (Florida State), Associate Professor and PhD Program Director[1]
Hyunjin Noh, PhD (Wisconsin-Madison), Associate Professor[2]
Avani Shah, PhD (Alabama), Associate Professor[2]
Nicole Ruggiano, PhD (Delaware), Professor and Associate Dean of Research[1]
Cassandra E. Simon, PhD (Texas-Arlington), Associate Professor[2]
Brenda D. Smith, PhD (Chicago), Professor[1]
Amy C. Traylor, PhD (Georgia), Associate Professor and BSW Program Director[1]

Note: Faculty profiles can be found at: https://socialwork.ua.edu/blog/people/faculty/.

Advisors and Chairs

Upon entering the PhD Program, students are assigned to the PhD Program Director as an academic advisor to help them plan course work. By the end of Year 1, each student should select their own advisor. Students should meet with their advisors at least once every semester. Usually, though not always, this advisor will become the student's Dissertation Chair or co-chair. When the student begins work on the dissertation proposal, the Dissertation Chair will take primary responsibility, along with Dissertation Committee members, for further technical and professional assistance and guidance. The same faculty member may serve as Advisor and Dissertation Chair throughout the program of doctoral study. To serve as Dissertation Chair, the faculty member *must* be a Full Member of the Graduate Faculty; an Associate member of the Graduate Faculty can serve as a Co-Chair with a Full member.

PhD Program Committee

The PhD Program Committee oversees the PhD Program. This committee, which includes PhD student representation, provides on-going assessment, guidance, and decision-making, and

establishes and recommends changes to admissions and curriculum policies, which are reviewed by the faculty of the School of Social Work. The faculty members of this committee review all applications for admission to the PhD Program and make recommendations to the PhD Program Director.

V.   Admission Requirements

Please submit all online application package material to the UA Graduate **School through the application website https://graduate.ua.edu/prospective-students/apply-now/:**

- Graduate School Application Form
- Statement of Purpose
- Transcripts of all post-secondary academic work
- Test of English as a Foreign Language (TOEFL); or International English Language Testing System (IELTS) Score (if required)
- A sample of written work
- Three reference letters (to be sent directly by the applicant's references)

Once the Graduate School receives all of the materials listed above, the completed application will be forwarded to the PhD Program at the School of Social Work for evaluation. Applications are evaluated and considered by members of the PhD Program Committee. The application for Fall admissions consideration opens in August of the year before the year for which admission is sought. The PhD Program encourages Applicants to reach out to the PhD Program Director or other School personnel at any time during the admissions process. The University of Alabama School of Social Work encourages submission of application materials by November 1 to be eligible for consideration of nomination for University level fellowship and scholarship opportunities. An early decision on application may be offered if the School of Social Work believes the individual may be competitive for University fellowships and other University-level funding opportunities. If an applicant is not selected for priority admission, all remaining applicants will be reviewed after the final deadline for application submission of February 1. Applicants are notified by email of the admissions by the PhD Program Director with formal notification of admission recommendation by the Graduate School.

Statement of Purpose. The Statement of Purpose form should provide a detailed and edited essay indicating the applicant's research interests, reasons for pursuing the PhD degree in Social Work, and reasons that The University of Alabama's program is appropriate given the applicant's research goals and career goals. If the applicant does not have the MSW degree and is applying to complete the MSW and PhD concurrently, the essay must explain why the applicant believes that the PhD in Social Work is the appropriate degree, based on the applicant's academic and professional background and research interests. The statement should be about five pages long.

Letters of Recommendation. Three Letters of Recommendation must be completed by three persons who know the applicant; at least one must be a former university instructor who has personal knowledge of the applicant's intellectual and scholarly abilities. If the applicant has earned the MSW degree, at least one recommendation should be from an MSW program

instructor. Letters should speak specifically to the applicant's potential for success as a researcher and a social work scholar.

Evidence of Scholarly and Conceptual Ability. An applicant must also submit evidence of their scholarly and conceptual ability, supported by whatever evidence the applicant chooses to supply, but which *must* include a sample of **the applicant's** written work (*e.g.,* a paper that the applicant has published in a journal or presented at a conference or workshop, a design of a service program, a research proposal, and/or a course paper that the applicant has written).

UA Graduate School Requirements

The UA Graduate School first determines the applicant's eligibility for regular or conditional admission, primarily on the previous academic record. The UA Graduate School requirements for regular admission are:

- A grade-point average (GPA) of at least 3.0 on a 4.0 scale (overall) or a GPA of at least 3.0 for the last 60 hours of the previous degree program, or 3.0 for a completed graduate degree program.

The student *may* be considered for conditional admission if the student has a GPA of 2.5 or higher overall *and or* a GPA of 3.0 and less than the minimum score on the admission examination.

PhD Program in Social Work Admission Requirements

Unconditional Admission. Listed below are the requirements for unconditional admission to the PhD Program in Social Work:

- An MSW degree (If the applicant does not possess an MSW, concurrent admission to the MSW Program must be obtained for an unconditional admission. See information about the concurrent MSW/PhD program below.);
- Letters from three references, one of whom must be a former university instructor who has personal knowledge of the applicant's intellectual and scholarly abilities (if the applicant has earned the MSW degree, at least one letter should be from one of the MSW Program instructors);
- A Statement of Purpose, which is a detailed and edited essay indicating the applicant's research interests, reasons for pursuing the PhD degree in Social Work (specifically at The University of Alabama), and career goals;
- Evidence of scholarly and conceptual ability, supported by evidence supplied by the applicant, to include at a minimum a sample of the applicant's written work (e.g., a paper that the applicant has published in a journal or presented at a conference or workshop, a design of a service program, a research proposal, and/or a course paper that the applicant has written); and
- A student whose first language is not English must submit an official score report for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum TOEFL score for admission is 550 or higher; the minimum IELTS score is 6.5 or higher.

Members of the PhD Committee and the PhD Program Director review all application materials and a recommendation is made to the UA Graduate School, which formally notifies applicants of the admission decision.

Conditional Admission. The Admissions Committee considers applicants seeking admission to the program who do not meet the above requirements on an individual basis. To be considered, the applicant should:

- File all application materials as directed above; and
- File a petition for exemption from one or more requirements stating the exemption requested and providing information supporting this petition.

After the file is complete and referred to the PhD Program Director by the Graduate School, an invitation may be sent to schedule an interview with the program director or other member of the PhD Program Committee in order to assess the applicant's qualifications for doctoral study in social work. A summary of this interview and the petition for an exception will be made available to PhD Program Committee members for their consideration and recommendation.

If an exception from the requirements is granted, other requirements may be substituted, including, for example, additional course work at the MSW level. The amount and type of such work may be decided both by members of the PhD Program Committee before admission and/or by the academic advisor after admission.

MSW Degree. In addition to the above program requirements, it is **_recommended_** that the applicant also have:

- The MSW be one that was earned at an institution accredited by the Council on Social Work Education (CSWE) at the time of the student's graduation (CSWE offers a service that can evaluate and provide recognition of MSWs earned outside of the U.S.; see https://www.cswe.org/Centers-Initiatives/Initiatives/International-Degree-Review.aspx); and
- A minimum of two years of full-time employment (or its equivalent) in social work after earning the master's degree.

There are certain advantages to having the CSWE accredited MSW and practice experience prior to entering the PhD Program:

- The MSW and practice experience permit graduate students to engage in the full range of teaching and advising assignments at accredited schools of social work, including UA;
- A CSWE accredited MSW enables social work licensure in many places in the U.S., something that can be desirable to U.S. hiring institutions;
- These circumstances can provide a competitive advantage in the job market.

If an applicant is admitted without the MSW, the student must earn an MSW prior to receiving their PhD. It is the responsibility of the student to work with their academic advisor through this process. (See information about the concurrent MSW/PhD program below.)

International Applicants. The Graduate School has established special procedures for the admission of applicants who are not citizens of the United States. Carefully read the UA Graduate Catalog and follow its instructions relating to international students. In addition, contact the UA Graduate School (205) 348-5921 or visit https://graduate.ua.edu/prospective-students/ for information and help in the application process. In addition, international applicants should consult the instructions for international applicants at the electronic application center https://graduate.ua.edu/prospective-students/international-admissions/.

Transfer Policies

It is possible to submit for credit in the PhD Program doctoral level credit hours completed at other accredited universities. Evaluation of credit for transfer will not officially be determined until the student is enrolled in the UA Graduate School and the UA School of Social Work. Acceptance of credits requires the approval of the PhD Director and the Dean of the UA Graduate School. Course work can be transferred only in very exceptional circumstances. Normally, this decision is not made before substantial progress has been made in PhD course work at The University of Alabama.

With the approval of the PhD Director and the Dean of the Graduate School, it is possible to transfer up to one-half of the required course work for the PhD degree. However, because PhD program requirements must be met and because of the varying emphases in doctoral programs, it is very unlikely that that many hours could be transferred.

According to Graduate School policy, credit will not be accepted from any institution at which the student has achieved less than a "B" average on all graduate work attempted. In addition, the student must have earned a grade of "B" or higher on the transferred course. Additionally, only graduate credit that was earned during the six-year period preceding admission to the doctoral program may be considered for transfer.

Students seeking transfer of credit should consult the university's *Graduate Catalog* and request a conference with the Social Work PhD Program and the academic advisor.

VI.   PhD Program Requirements

Each student's program of study and research is individualized, reflecting the student's research interests and academic needs. The PhD in Social Work can be earned in as little as three years of full-time study, although this is unusual. Planned part-time study is also possible.

Residency Requirements

The University of Alabama recognizes that doctoral students should be immersed in advanced study and inquiry, interact extensively and meaningfully with faculty and peers, engage with the academic community in their field, and have access to the educational resources of the university. To achieve these goals, a minimum of 50 percent of coursework hours to be counted in a student's doctoral program and 100 percent of dissertation hours must be completed through The University of Alabama. Diverse academic traditions, rapidly changing instructional modalities, and new student populations are acknowledged and accommodated with this policy.

Course Requirements Overview

The University operates on a semester basis and most courses at the doctoral level are 3-hour courses. The Social Work PhD Program requires 49 credit hours of course work. This total of 49 hours does not include the 24 (18 beginning January 2023), required dissertation credit hours. When these are included, the program ordinarily involves the following:

Substantive Social Work (7 courses)	**19 hours**
Research (5 courses)	**15 hours**
Electives	**9 hours or more**
Statistical Proficiency (2 courses)	**6 hours**
Dissertation Research	**24 hours or more (18 beginning January 2023)**
Total	**73 hours or more**

Upon completing and passing the comprehensive examination, the student will form a dissertation committee and begin work on the dissertation proposal. Also, upon passing the comprehensive examination, the student will be admitted to candidacy for the PhD degree. This signals the start of work on the dissertation. From this point, continuous enrollment (at least 3 hours of dissertation research per semester, not including summer terms) _must_ be maintained until the dissertation is complete and has been successfully defended. Beginning January 2023, the requirement will change to 1 hour of dissertation research per semester. The minimum period in which the degree can be earned is three full academic years. **All requirements for the degree must be completed within the seven-year _period_ following matriculation into the UA Graduate School.**

Required Steps for Completion of the Program

The time frames during which these events take place can vary. Listed below is a **typical** time frame for full-time students:

Select an Advisor	By the end of the second semester
Complete statistical proficiency course work	By the end of the third semester
Complete required PhD coursework	By the end of the third year
Pass Comprehensive Examinations	By the end of the third year
Select Dissertation Chair and Committee File Dissertation Committee Formation/Change Form	By the end of the third year

Defend Dissertation Proposal	By the end of the fourth year
Submit a copy of the approved dissertation proposal to the Director of the PhD Program	Within two weeks of approval
Defend Dissertation	At least one month prior to the Graduate School deadline for submitting the completed dissertation in the graduation target semester
Send Requisite Information to PhD Program Director for them to File Committee Acceptance Form	Within two days of successful dissertation defense
Upload Electronic Theses/Dissertation Complete Survey of Earned Doctorates	By Graduate School deadline date in the graduation semester
Complete all degree requirements	This requirement *should* be met no later than the end of the seventh year

Various components of the PhD Program in social work are described below.
Annual Review

Every spring semester, each student in the PhD Program completes the *Doctoral Student Planning and Annual Review Form* with advisor assistance. The form is to be submitted to the PhD Program Director, along with current *curriculum vitae*. Together with reports from the student's advisor, instructors of courses the student has taken, and supervisors of the student's graduate research and teaching assistantships, this information provides the basis for an Annual Review of each PhD student's progress in the program conducted by the PhD Program Committee. Attendance by the student at the end of year annual review is mandatory. Attendance by the advisor is highly recommended. The *Doctoral Student Planning and Annual Review Form* can also be used as a program planning form.

Time Limits

Although the UA Graduate School has established a nine-year time-to-degree deadline for PhD students, entering Social Work PhD students have a seven-year internal deadline to complete the degree. Students who reach Year 7 will be held accountable for reaching due dates and deadlines distributed each year. If a student fails to meet a due date or deadline in Year 7, yet wants to pursue degree completion, the student must apply for an extension to the social work degree completion deadline.

To apply for an extension, a student should prepare a statement explaining why an extension is justified and why the student is confident he or she will be able to meet new deadlines if an extension is granted. The statement must first be approved in writing (e.g., via e-mail) by the

student's advisor. Prior to approval, the advisor has the option of convening the full dissertation committee for consultation.

If the extension request is approved by the student's advisor, the statement and advisor's approval should be forwarded to the PhD program director. If the PhD program director approves the extension request, they will work with the School of Social Work registrar to propose new due dates and deadlines. The PhD program director will submit a memo explaining their reasons for supporting an extension, the proposed new due dates and deadlines, the advisor's approval, and the student statement to the Associate Dean for Academic Programs and the Dean for their approval.

If a request is approved by all parties, the student must agree in writing to meet the newly established due dates and deadlines. After approval and student agreement, if a student fails to meet any due dates or deadlines, the student's registration can be dropped and he or she can be dismissed from the School of Social Work.

No School of Social Work extensions will extend beyond the UA Graduate School's graduation deadline.

Readmission

Previously enrolled students have the right to reapply for admission. If readmitted, they must conform to policies concerning time limits for the completion of course work, examinations, and other requirements.

If a student has been dismissed from the PhD Program for academic deficiencies, the student may request consideration for readmission to the program by submitting to the PhD Program Director a written request. Any materials deemed appropriate by the student should accompany this request.

The PhD Program Director will appoint an ad hoc Student Progress Committee to review the student's readmission request. The committee will consist of a minimum of three full-time faculty members of the School, at least two of whom must be members of the PhD Program Committee. The person currently or most recently designated as the student's academic advisor (or Dissertation Chair) will be an ex-officio member of the committee. The information available in the student's student file and in the student's review request will be made available to the committee. The committee may request information either orally or in writing from any faculty member who is familiar with the student's academic and professional performance. The student will be notified of the time and place that the committee will meet. The student will be provided with an opportunity to meet with the committee to make an oral presentation of any additional information the student may wish to provide.

After all the information has been reviewed, the ad hoc Student Progress Committee will meet in executive session to formulate a recommendation. The recommendation will be directed to the PhD Program Director, who will make the final decision on the readmission request. The decision of the PhD Program Director can be appealed to the Dean of the School of Social Work.

VII.   Course Requirements

The courses in the required program of study include substantive ('core") social work courses, research methods courses, statistics courses, and elective courses. These represent minimal requirements; students may be required or may elect to take additional courses. The doctoral course of studies as a whole must be unified, and all its parts must contribute to an organized program of study and research. Unless otherwise indicated, all are 3-hour courses. Concise course descriptions can be found in the appendix and in the *Graduate Catalog*. Course syllabi from previous semesters are available in the PhD Program Office.

Substantive Social Work (19 hours)

SW 600	Social Work and the Welfare State
SW 601	Seminar in Doctoral Education (1 hour)
SW 605	Social Work Education
SW 627	Systematic Review
SW 640	Conceptual Foundations of Social Work Practice and Research
SW 641	Applying Theory in the Development of Social Work Knowledge
SW 648	Seminar in Social Work: Special Topics (May be repeated once)

Research Methods (15 hours)

SW 620	Social Work Research I (To be taken during the student's first semester in the PhD program.)
SW 621	Social Work Research II (To be taken during the student's second semester in the PhD program.)
SW 623	Seminar in Qualitative Research
SW 628	Research Practicum

*(Any of the following courses—all are **not** offered every year)*[1]

SW 622	Observation and Measurement
SW 624	Qualitative Analysis
SW 626	Seminar in Mixed Methods Research
SW 631	Community-Engaged Research
SW 629	Seminar in Special Topics in Social Work Research (may be repeated)

Statistics (6 hours)

Statistics proficiency may be demonstrated by successfully completing one of the four approved statistics course sequences:

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[1]With advisor and PhD Program Director endorsement, courses outside the School of Social Work can be used to fulfill the research elective requirement when no Social Work research electives are offered in a particular term, or when a student identifies a course outside Social Work that fills a particular need for the student.

In the UA College of Education (6 hours):

    BER 540   Statistical Methods in Education
    BER 640   Multivariate Dependence Methods

In the UA College of Community Health Sciences (6 hours):

    POPH522   Biostatistics
    CHS 627   Multivariate Methods in Health Statistics

In the UA Department of Political Science (6 hours):

    PSC 522   Quantitative Methods in Political Science I
    PSC 621   Quantitative Methods in Political Science II

In the Department of Biostatistics at the University of Alabama at Birmingham (UAB) **(6 hours)**:

    BST 611   Biostatistics I
    BST 612   Biostatistics II

All of the above-listed courses are 3-hour courses. If statistics courses are taken at other universities, a UA statistics faculty member must determine course equivalency. (Also, UA tuition coverage does not cover courses at other universities or courses taken in the summer.) Students should consult with their academic advisor to help them make plans to meet the statistical proficiency requirement. Please consult the director of the PhD program for information and approval of statistical coursework.

The first course taken to satisfy the statistical proficiency requirement (*e.g.,* POPH 522 or BER 540) is a prerequisite or co-requisite for enrollment in SW 620, which must be taken during the student's first semester of enrollment. Thus, most students will enroll in SW 620 and a statistics course in their first semester of enrollment in the PhD Program. SW 620 must be completed with a grade of "B" or better before the student can enroll in other PhD level social work research courses (SW 621, SW 622, SW 623, SW 624, SW 628, and SW 629).

Independent Study

In addition to regular courses, students in the PhD Program may take SW 660 Independent Study and/or SW 698 Non-dissertation Research. The course instructor must hold appropriate graduate faculty status.[2] The student must prepare a proposal, which should be about one page in length, accompanied by the School's *Request for Independent Study* form, a copy of which shall be filed in the student's academic file after it has been approved. For SW 660, the proposal shall consist of the topic of the study, a brief listing of readings, and a statement of the product of the study. For SW 698, the proposal shall consist of a description of the proposed study and a statement of the product of the study. The course instructor, the student's academic advisor, and the PhD Program Director should approve the proposal no later than the last day of classes of the semester **preceding** the semester in which the independent study is to be taken.

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[2] Full, associate, and affiliate members of the graduate faculty are eligible to teach 600-level courses.

Electives (minimum of 9 hours)

Students must take 9 credits (3 courses) of elective credit. Any Graduate-level (500 or above) course that is relevant to the student's course of study is acceptable. Elective courses can be Social Work courses or in other disciplines. To facilitate breath and awareness of faculty members outside of Social Work, at least one course should be outside the UA School of Social Work.

A petition may be presented to the PhD Program Director for permission to take elective course work in another university or to receive credit for course work *already completed* at another institution within six years prior to enrollment in the UA PhD program. Regardless of the time frame, the petition must present a well-defined rationale for incorporating the courses along with course descriptions and UA course equivalents. The student's advisor must approve the petition before it is sent to the PhD Program Director for approval.

Performance Standards

Students in the UA School of Social Work PhD program must meet the UA Graduate School requirements for good academic standing of a 3.0 grade point average on a 4.0 scale.   Failure to meet this standard will result in dismissal from the PhD program.

Note that a grade of "I" (incomplete) should be removed within four weeks during the next term of enrollment. If a student's overall grade point average drops below a "B" as a result of the incomplete, the result could be either an academic warning or dismissal.

Table 1

Typical Course of Study
Student with MSW

1ˢᵗ Year Fall Semester	
SW 620 - Social Work Research I	3 hours
SW 601 - Seminar in Doctoral Education	1 hours
Approved Statistics course	3 hours
SW 627 - Systematic Review	3 hours
SW 640 - Conceptual Foundations of Social Work Practice & Research	3 hours
Total	**13 hours**
1st Year Spring Semester	
SW 621 - Social Work Research II	3 hours
Continuation of Statistics Sequence	3 hours
SW 600 - Social Work and the Welfare State	3 hours

SW 641 - Applying Theory in the Devel. of Social Work Knowledge	3 hours
Total	**12 Hours**
2nd Year Fall Semester	
SW 623 - Qualitative Methods Seminar	3 hours
SW 605 - Seminar in Social Work Education	3 hours
Research Elective: SW 622 and/*or* SW 629 or Elective	3 hours
SW 648 or Elective	3 hours
Total	**12 hours**
2nd Year Spring Semester	
SW 628 - Research Practicum	3 hours
Research Elective: SW 626 *and/or* SW 629 or Elective	3 hours
SW 648 or Elective	3 hours
Elective	3 hours
Total	**12 hours**
3rd Year Fall Semester	
Remaining coursework or dissertation proposal preparation (SW 698)	3-12 hours
Total	**3-12 hours**
3rd Year Spring Semester	
Dissertation Hours (SW 699)	12 hours
Course Credit Hours	**49 hours**
Dissertation Hours	**24+hours**
TOTAL HOURS	**73+hours**

VIII. Concurrent Enrollment in MSW and PhD Degrees Program (Concurrent MSW/PhD Program)

This section of the PhD Program Handbook describes the process and curriculum structure whereby an individual with strong interest in and potential for a research career in social work may be admitted simultaneously to the MSW and PhD programs and work on both degrees concurrently. Those admitted to the concurrent program will complete all current requirements for the PhD degree. Specific required PhD coursework will be applied to specific MSW degree requirements, reducing the number of semester hours required for the 60-hour MSW and PhD degree combination by 12 credit hours. The MSW degree will be awarded when all requirements for the MSW degree are completed, and the student will continue to work on the PhD requirements. (Note: The Concurrent MSW/PhD Program curriculum is designed for applicants who do not hold a BSW. Applicants with a BSW should apply to the Advanced-Standing (48-hour) MSW program. Students with a BSW can more expeditiously complete both the MSW and PhD via successive completion of each program.)

Admission to the Concurrent MSW/PhD Program

Applications to the Concurrent Degrees Program will be accepted from **exceptional** individuals who hold or are candidates for bachelor's degrees who have strong interest in research careers in social work. The faculty intends the Concurrent Degree Program only for the exceptional student.

Successful applicants **must exceed the minimum admission requirements** of the Graduate School and The School of Social Work (as judged by the faculty application reviewers) MSW and PhD Programs. See the website for the Graduate School Admissions requirements, the Graduate School Catalog, and the website for the School of Social Work.

For all new students to the concurrent degree program, the PhD and MSW Program Directors will identify a faculty member who will serve as advisor and will assist the student in completing a program of study that will lead to successful completion of both degrees.

Applicants who submit applications to both programs should email the PhD Program Director and the School of Social Work Registrar to alert them to simultaneous application submission.

Degree Completion and Curriculum

If a student is admitted to the Concurrent MSW/PhD Program, they will work with an advisor and the MSW and PhD Program Directors to design an individualized plan of study. In general, students may substitute a limited number of particular required PhD courses for MSW courses and some courses will count toward both degrees. Students in the Concurrent program will complete all requirements for the PhD degree as described in the UA Graduate Catalog.

IX. Program Progress and Comprehensive Examination

Advisor. By the time a student has completed the second semester of coursework, a student-selected advisor should be identified. The advisor should be a Full or Associate Member of the Graduate Faculty of the School of Social Work.[3]

Comprehensive Examinations

Procedures. Upon completion of required coursework, students will take Comprehensive Exams. Exams will be offered two times during the academic year, near the end of the fall and spring semesters. To take exams, students must submit a "Comprehensive Exams Registration Form" to the PhD program office by the designated mid-semester date.

All students taking the exams at any given time will receive the same question options. Questions will require application of essential social work concepts and knowledge. Exam takers will receive three question options in each of three content areas: Research Design and Method, Policy Analysis/Research, and Theory-Informed Research on Practice.

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[3] A list of current members of the Graduate Faculty can be found at
https://gradservice.ua.edu/admin/faculty.aspx?type=regular&college=-1&dept=-1.

The exams will take place over three consecutive days, with question options from one content area distributed to all exam takers at the same designated time each day. Exam takers will have four hours and 5 minutes to write and return a response electronically.

Exam takers may not consult with others (in other words, no digital or live communication with any other individuals, except the program chair or his or her designee) about the questions or the responses. Exam takers may rely on any other digital or written materials they desire to answer the questions (using appropriate APA citation style).

Questions will be written by members of the PhD committee or others invited by the program director. At each exam offering, the program director will solicit questions from committee members or others they designate and prepare the exam. Three faculty members will submit questions for each of the three areas.

The same three faculty members who submit questions for any content area or areas will grade the responses from the same area or areas. For each response they grade, graders will submit a grade of "pass," "fail," or "pass with distinction." Exam takers' identities will not be disclosed to graders nor will graders' identities be disclosed to exam takers. A student must receive a grade of at least "pass" from a majority of graders to pass each content area. If a student fails in any content area or areas, he or she will have one re-take opportunity.

Upon passing the exams, students will enter candidacy and work to complete their dissertation proposals. The exam procedures will be evaluated on an ongoing basis by soliciting comments and input from exam takers and question preparers and graders.

Standards. In responding to examination questions, PhD students are expected to demonstrate a strong grasp of issues salient to the questions. Normally, this will involve demonstration of knowledge of theory, research findings, and relevant research methods. Answers should show that the student knows the literature well and should reflect the student's ability to critically summarize the important issues and conclusions in the literature. Further, the student should show evidence of the ability to integrate knowledge and to apply concepts.

Answers should be well written, as writing quality can obscure intended meaning. The clarity, specificity, relevance, integration, and application of knowledge demonstrated in the student's response are more important than the length of the response. The student must demonstrate the ability to apply relevant material to challenging questions with clearly-reasoned, well-informed responses that bear specifically on the point of the question. All sub-sections of each question should be specifically addressed. The student should exhibit mastery in each area: policy, practice, and research. "Mastery" means, among other things, that the student has command over essential information and can use it to resolve issues and solve professional problems. Because the Comprehensive Examination is an important part of the educational experience, a high standard of performance is expected. It is understood that Comprehensive Examination question answers are, in a sense, first drafts, but nonetheless, strong written communication skills should be demonstrated.

Re-Examination. If a student fails one or more sections of the examination, those sections may be re-taken once. Faculty members selected by the PhD Program Director will write a new set of

questions for each section to be re-examined. Any re-takes should take place at the next exam offering (at the end of the next fall or spring semester). **Results of the second examination will be final**. A second failure of any section of the Comprehensive Examination will result in dismissal from the PhD Program and the Graduate School will be notified of this decision.

Students who fail one or more parts of the Comprehensive Examination twice may submit a written petition to the PhD Program Director if they believe an exception should be made because of extenuating circumstances. PhD Program Committee members and the PhD Program Director will review the request and decide whether an exception is in order, in consultation with the Associate Dean for Academic Programs.

Advancement to Candidacy, and Continuous Enrollment

Following the successful completion of the Comprehensive Examination, the student will be admitted to Doctoral Candidacy and should focus on completion of the required SW 699, Dissertation Research hours. **Once a student begins taking Dissertation Research credits, the student must maintain continuous registration (at least three credits in fall and spring semesters) until obtaining the degree.** (Continuous registration does not include the summer semester.)
As stated in the Graduate Catalog (Section 4.9.3):

> **Continuous Registration.** Once a student has met the requirements for admission to candidacy for a doctoral degree, the student **must** pursue completion of the dissertation without interruption by enrolling each semester for at least 3 hours of dissertation research (summer terms not included). This is true whether or not the student has a submitted or completed Admission to Candidacy form. The PhD student must have completed a minimum of 24 (18 hours for those graduating in May 2023 and beyond) credit hours of such work upon completion of the dissertation. The amount of dissertation research for which a student enrolls in any given semester should be commensurate with the progress a student is expected to make on the dissertation, as well as reflective of the extent to which University facilities and faculty time are invested in the proposed activities.

Required Forms

Upon passing Comprehensive Exams, but definitely well before the dissertation defense, three forms are required by the Graduate School. The first of these forms, Appointment /Change of Doctoral Dissertation Committee, must be initiated by the student and is needed before the other two forms can be initiated. Instructions can be found here:https://graduate.ua.edu/current-students/forms-students/td-committee/. Other forms are initiated by the PhD Program Office and include the Outline of PhD Program (Plan of Study), and the Doctoral Admission to Candidacy Form. Students should confirm with the PhD Program Director after their Dissertation Proposal Defense that the forms have been completed.

X.   The Dissertation

> ***NOTE***: It is **imperative** that all students take time to read and review the Graduate School Electronic Thesis or Dissertation (ETD) web pages at: http://services.graduate.ua.edu/etd. This gives a step-by-step guide to the whole ETD submission process and answers nearly all of the questions that students have in regard to their ETD submission.
>
> In particular, students *must* follow Graduate School guidelines regarding preparation of the dissertation. See *A Student Guide to Preparing Electronic Theses and Dissertations*, published by the Graduate School.
>
> When dissertations are rejected, it is usually because there are errors in the preparation and inclusion of the preliminary pages. Please make time to review the sample preliminary pages on the Graduate School ETD website.

Dissertation Committee

After the student passes the Comprehensive Examination, he or she must focus on the dissertation proposal. The student should successfully defend the dissertation proposal within one calendar year of passing the comprehensive examination. A first step is to select a Dissertation Chair and the other members of the Dissertation Committee. The student consults with the Dissertation Chair regarding the composition of the committee. The Dissertation Committee must be composed of at least five members of the Graduate Faculty of the University. The Chair of the Dissertation Committee must be a Full Member of the School of Social Work's Graduate Faculty.[4] At least two additional committee members must be members of the School of Social Work Graduate Faculty. At least one, and no more than two, members of the Dissertation Committee must be from another division of The University of Alabama and one can come from another institution. Students should be sure that prospective committee members will be available for the anticipated duration of the dissertation research. The Dissertation Committee should include members who can guide the student's dissertation research, including experts in the student's substantive area of research specialization and experts in the research methods that the student will use, including a statistician if the dissertation research will involve the analysis of quantitative data or a qualitative data analysis expert if the research will involve qualitative or mixed methods.

Faculty members from other universities or community practitioners may, at times, be appointed to dissertation committees. There should be clear and compelling rationale for such appointments and the potential member must receive an *Affiliate Appointment* to the Graduate Faculty. The curriculum vitae of each such proposed Dissertation Committee member must be submitted to the PhD Program Director who will advise the Dean of the School of Social Work to recommend appointment to the Graduate Faculty to the Dean of the Graduate School. A rationale (one or two sentences) for the potential member's committee membership needs to be provided to the PhD Program Director along with the CV.

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[4] A list of current members of the Graduate Faculty can be found at
https://gradservice.ua.edu/admin/faculty.aspx?type=regular&college=-1&dept=-1.

The composition of the proposed Dissertation Committee must be approved by the PhD Program Director, the Dean of the School of Social Work, and the Dean of the Graduate School. To submit the composition of the Dissertation Committee, the student should prepare an Appointment/Change of Dissertation Committee form directions for which can be found at https://graduate.ua.edu/current-students/forms-students/td-committee/.

The dissertation is the major scholarly endeavor of the PhD experience. A broad range of subjects and methods can be used for the dissertation. All dissertations, however, must focus on issues of concern to social work so that the findings will have meaning and implications for social work. The dissertation is expected to contribute knowledge and to demonstrate the student's technical research skills and her or his mastery of the subject matter in the chosen area of specialization. The following list offers examples (but by no means constitutes an exhaustive list) of the range of dissertation options that would usually be considered appropriate. Exploration of the database *ProQuest Dissertations and Theses Global* using the search term "social work" offers insights to potential inquiry paths.

- **Social Policy or Program Evaluations.** Evaluations of on-going programs and existing policies using administrative records, field studies, interviews, survey data, or some combination of these and other types of data.

- **Case Studies.** Intensive analyses of persons, social groups, organizational components, or communities, with an emphasis on depth rather than breadth.

- **Theory Generation**. Use of qualitative methods, e.g., grounded theory, to generate theory.

- **In-depth Exploration.** Use of qualitative methods to explore conduct in-depth investigations of phenomena, concepts, ideas, and/or experiences.

- **Hypothesis-Formulation Studies.** Exploratory research of a quantitative or qualitative nature on problems or issues with little or no previous study. The goal is to formulate theories and hypotheses for future research. The state of development of relevant theory will determine the appropriate designs to be used.

- **Hypothesis-Testing Studies.** Research on problems that have received sufficient empirical and theoretical attention for clear hypotheses to be stated in advance. The main goal of the research would usually be to test these hypotheses with systematic quantitative data, as a step in the refinement of knowledge.

- **Methodological Studies.** Development, standardization, and validation of research tools such as scales for measuring phenomena of importance in social work. The constructs investigated in such studies should be grounded in theory.

- **Survey Research.** Use of purposive or random sampling techniques to investigate and/or to estimate the prevalence or intensity of various phenomena of interest to

social work. These studies can include epidemiological studies, attitude surveys, and demographic analyses. All would attempt to make inferences about populations based on data collected from samples.

Dissertation Proposal

While the subject matter of proposals may vary greatly, there are certain elements common to all dissertation proposals. The proposal, whether for a monograph dissertation or a three-article dissertation, must have:

1. A clear statement of the research problem or area of investigation.
2. A comprehensive synthesis and summary of the relevant literature and prior research.
3. Unambiguous and comprehensive research procedures including, where applicable, a description of the data to be collected, how the data will be obtained, and a detailed description of how the data will be analyzed. This should include a draft of proposed instruments, interview or question protocols, document audit procedures, and scales. If appropriate, evidence of data availability from archived sources or agency records should be provided.
4. A description of units of observation (participants, records, etc.), how they will be selected and accessed. If data will come from human participants, measures taken to ensure availability and provide for protection of rights and welfare along with informed consent should be described.
5. In the case of multiple-article dissertations, methods should be clearly and thoroughly described for all studies or all parts of the study planned for each article in the dissertation.
6. In the case of multiple-article dissertations, the proposal must include an introduction which introduces the common theme or framework, describes the articles, explains how they are related, and explains their expected significance. There must be connecting language to bridge each planned article description to the next. There must be a summary section that addresses the expected importance of the articles and discusses the potential implications of the overall product. This section should provide a clear description of how the parts of the project fit together.
7. Explication of potential risks or harm to human participants, where applicable, and steps that will be taken to minimize such risks. This will be important when preparing forms for submission to the Institutional Review Board (IRB). All members of the UA community (students, faculty, staff) hold an obligation to adhere to Office of Research Compliance policies and procedures.
8. A timetable, including critical milestones and potential sources of delays.
9. A budget (if needed). This will be particularly important if a subsidy to defray dissertation costs will be requested from the UA Graduate School.
10. Potential results and the potential usefulness of the results for social work.
11. An outline and tentative table of contents for the dissertation.
12. The proposal should be concise and to the point. It should clearly demonstrate that the student has mastered subject matter, methodology, and the logistics of carrying out a major research investigation.

13. The proposal should include an initial plan for community-friendly dissemination of dissertation findings.

Institutional Review Board

The Office for Human Research Protections (OHRP) of the US Department of Health and Human Services (http://www.hhs.gov/ohrp/) requires any research that involves the collection of data from human participants must have approval from the UA Institutional Review Board (IRB). Guidelines, forms, and other information can be obtained by calling the Office for Sponsored Programs at (205)348-5152 or visiting the website at http://ovpred.ua.edu/sponsored-programs/.

Where students receive approval from the IRB a copy of the certification must be included in the dissertation as an appendix.

Proposal Defense

When the student and the Dissertation Committee Chair believe the proposal is ready for defense, a Proposal Defense, or formal oral examination, will be scheduled. This meeting should be scheduled through the PhD Program Assistant well in advance, but at a minimum three weeks, of the time set in order for the Program Assistant to reserve space for the Proposal Defense. Copies of the defense-ready dissertation proposal must be provided to all committee members at least two weeks in advance of the oral defense. The student is responsible for presenting her or his dissertation proposal to the Dissertation Committee.

As a "working meeting" between the student and their committee members, the Dissertation Proposal Defense meeting can be conducted in various ways depending on the needs of the student and the preference of the Dissertation Committee Chair. The agenda may include a formal presentation by the student of their proposed project and then a discussion of the proposal by the committee with the student, but the formal presentation is not a requirement (e.g., committee members may be familiar enough with the project that no "reminding" may be necessary via a presentation).

A student, after discussion and agreement by their Dissertation Committee Chair, may invite guests for that portion of the meeting when the student presents details of their proposed project. If guests are invited, they will leave the meeting for the portion of the meeting where the student and the committee discuss the proposal and committee members offer feedback about the project to the student.

As a result of the defense process, the committee may find that the proposal is:

- *Acceptable* (without modification)
- *Acceptable* (with modification)
- *Not Acceptable*

If the committee finds that the proposal is *Acceptable* (without modifications), the student may proceed with the dissertation research, once IRB clearance is obtained should that be a part of the

process. If the committee finds that modifications are necessary, the student will be given a list of recommended changes for improvement of the proposal. The Dissertation Chair is responsible for seeing that these changes are made to the satisfaction of the committee. If the committee finds that the proposal is *Not Acceptable*, the Dissertation Chair will provide the student with a list of reasons for its unacceptability and a record of the Dissertation Committee's vote. This document will be kept in the student file. If the proposal was *Not Acceptable*, the student must schedule another proposal defense.

A successful defense of the proposal is defined as an *Acceptable* vote (with or without modification) by a majority of the Dissertation Committee members. After the defense, a copy of the approved dissertation proposal must be submitted to the Director of the PhD Program. The student should successfully defend the dissertation proposal within one calendar year of passing the comprehensive examinations.

General Outline of a Traditional Monograph Dissertation

The student should work closely with the Dissertation Committee, under the supervision and guidance of the Dissertation Chair. As with dissertation proposals, organization and content of dissertations may vary, especially across methods. Listed below are some suggested headings for chapters.

- **Chapter I. Research Problem.** A description of the question, issue, or phenomenon being investigated, including the research questions being addressed. Definitions of major concepts should be given. The significance of the project to social work should be discussed.
- **Chapter II. Theoretical Considerations.** The relevant literature should be described in detail. A conceptual framework synthesizing several theories or conceptual schemes may be developed. Hypotheses to be tested (if appropriate) should be discussed within the context of the existing literature.
- **Chapter III. Research Methods.** This chapter should contain a complete description of the research methods used in the study. It should be clear that these approaches were a direct result of the questions asked and/or hypotheses tested. The chapter should contain a description of the following:

    a. the research design or general plan of approach;
    b. sampling strategy, access to units of observation, and any sources of bias;
    c. procedures;
    d. instruments, scales, record audit procedures, protocols, or questionnaires, including information about properties such as reliability, validity, and inter-coder agreement (as relevant for respective research approaches);
    e. data collection procedures;
    f. data analysis procedures, and
    g. Statement of Institutional Review Board (IRB) approval.

- **Chapter IV. Results.** This section should present a complete description of the findings of the study. It should include a description of the sample, and, if appropriate, a description of how the sample was different from expectations. Findings should be specifically linked to the questions that were asked or the hypothesis that were tested in the research.
- **Chapter V. Interpretation and Summary.** This section should interpret the findings of the study with particular emphasis on the contribution made by the research. It should discuss implications for the profession and for other disciplines, if appropriate. It should also discuss limitations of the research and appropriate next steps in the overall research plan represented by the dissertation.
- **Appendices.** IRB documents, etc.

Three-Article Dissertation Option

For students who choose this option, the dissertation will include three manuscripts or articles. As with traditional dissertations, the work in a three-article dissertation must be based on research completed while the student is enrolled at The University of Alabama. For each article, the student must be the sole author.

The dissertation must reflect the student's original work. Each of the three papers will be of publishable quality, focusing on a single theme or framework. In one of the articles or across all three, the product must include a comprehensive review of the literature, and the dissertation must illustrate an in-depth understanding of the unifying theme or framework. At least two of the articles must be empirical.

The product must include an introduction which introduces the common theme or framework, describes the articles, explains how they are related, and explains their significance. There must be connecting language to bridge each article to the next. There must be a summary section that addresses the importance of the articles, integrates the major findings, and discusses the implications of the overall product.

All parts of the dissertation must conform to the provisions set forth in the *UA Student Guide to Preparing Theses and Dissertations*, except when the circumstances of a specific project require deviation. Articles submitted to journals should follow the style requirements of the particular publications, but for the three-article dissertation, the articles must follow UA Graduate School guidelines with respect to formatting and presentation.

A maximum of one sole-authored article published or accepted for publication prior to the proposal defense may be included in a three-article dissertation. This article must represent work undertaken while the student was enrolled at UA and must be approved by the student's dissertation committee at the time of the proposal defense. If a previously published article is approved by the committee, the student will be responsible for securing necessary permissions from the copyright holder, as the article will be reprinted as part of the dissertation.

As with traditional dissertations, students choosing this option will work with a dissertation committee of five members. In addition to the considerations included in a traditional review of a dissertation, the committee will be responsible for assessing whether the articles are of publishable

quality, evaluating the quality of the integration into a unified theme, and evaluating the quality of the implications. Note also that the dissertation defense will be comprehensive; in addition to the component parts, it will focus on the entire dissertation.

Community-Friendly Dissemination of Dissertation Findings

In addition to the customary dissertation document, students who entered the SSW PhD Program in the Fall of 2020 and later, are required to also create a community-friendly document summarizing dissertation findings and implications. The community-friendly document itself, along with the plan for dissemination, should be included as an appendix to the dissertation.

The "document" could take a variety of forms including, but not limited to: an infographic, website, Facebook page, flyer, short report, slide presentation, video, and/or poster.
It could be distributed to a range of audiences including, but not limited to: research participants, community members, and/or social work students. It could be distributed through a variety of means including, but not limited to: electronic mail, postal mail, in-person meetings or presentations, and/or social media. When applicable, students should consult with research participants and/or community members about the format and distribution method.

The purpose of this requirement is to encourage students to adopt practices consistent with community-engaged research and social work values and ethics. Values reflected in the requirement include: (1) social work research should have relevance to community members, research participants, and others outside academia; (2) research participants and community members should be informed of research findings having relevance to their lives; and (3) research findings should be shared with participants.

Dissertation Defense

Students are responsible for familiarizing themselves with the requirements and expectations laid out by the Graduate School and described in the *Graduate Catalog* related to dissertations, their defense, and other PhD degree requirements (https://catalog.ua.edu/graduate/about/academic-policies/degree-requirements/#doctoraldegreestext).

Please carefully review the information available in the Graduate Catalog regarding dissertation defense policies and procedures. See https://catalog.ua.edu/graduate/about/academic-policies/degree-requirements/#doctoraldegreestext. Click the tab labeled "Dissertation Defense" and notice the four parts of the dissertation defense, with the first part taking place before the defense itself:

Public Advance Notice

A minimum of two weeks prior to the scheduled defense date, the candidate must submit the Public Notice of a Dissertation Defense form. This form includes the name of the candidate, the department or program, the title of the dissertation, an abstract of 200 words or less, and the date, time, and location of the dissertation defense. The candidate should consult with the Dissertation Chair prior to initiating this form. The form will be initiated by the candidate and signed by the Dissertation Chair, Graduate Program Director, and the Graduate School. Upon receipt of the

completed form, the Graduate Program Director will ensure the scheduled defense is disseminated within the department. The Graduate School will post the scheduled defense on the Graduate School website.

You can find the necessary form at https://graduate.ua.edu/current-students/forms-students/ with the label: "Public Notice of Dissertation Defense".

The student has the primary responsibility for determining her or his readiness to defend the dissertation. However, the dissertation defense should not be scheduled until the Dissertation Chair and members of the Dissertation Committee have indicated that the dissertation is ready to be defended. When the student, the Dissertation Chair, and the other members of the Dissertation Committee believe the time is right, the student and Dissertation Chair will arrange for the defense of the dissertation. This meeting should be scheduled through the PhD Program Assistant well in advance, but at a minimum three weeks, of the time set in order for the Program Assistant to reserve space for the Proposal Defense. At least three weeks in advance of the defense, the Dissertation Chair should inform the PhD Program Director and the PhD Program Assistant, so the date and time of the defense can be publicized. Dissertation defenses will take place in Little or Farrah Hall unless compelling circumstances warrant that the defense takes place outside of Little or Farrah Hall (see section on virtual defenses below). Dissertation defenses are public, and thereby publicized, in accordance with University policy.

Copies of the dissertation, in complete and legible form, must be provided to all committee members *at least two weeks in advance* of the time selected for the oral defense. This version should, in substance and format, be presented as the final report of the dissertation research.

The Dissertation Committee will conduct an oral examination based on the copy of the dissertation the student has provided to them. When the defense is completed, the chairperson will poll the committee members for their recommendation. The decision will be either:

- *Acceptable* (if the committee determines that little or no revision of the manuscript is required).
- *Not Acceptable* (if the committee determines that major revisions are required before the dissertation can be considered acceptable).

In the case of a *Not Acceptable* recommendation, the Dissertation Chair will compile a complete list of detailed instructions from the various committee members, including whether or not another defense should be scheduled. The student should incorporate the recommendations into the dissertation as quickly as possible and, if appropriate, schedule another defense.

Virtual Defenses

In accordance with Graduate School Policy all members of a student's graduate committee are expected to attend and participate, usually in person, in any oral examination as part of the student's degree program. Traditionally, oral examinations are conducted with the student meeting their committee while gathered in one physical location on campus. However, the need occasionally arises for virtual participation in the oral examination. Under extenuating circumstances, a virtual defense may be possible based on the discretion of the Dissertation Chair

in consultation with the PhD Program Director. In these cases, graduate programs must ensure adherence to the Graduate School policy regarding technical and attendance requirements if any graduate-level oral examination involving the student's partial or entire thesis/dissertation committee includes virtual participation. Additionally, and in accordance with Graduate School policy:

- The student's consent must be sought and obtained in advance of conducting the oral examination with virtual participants.
- Virtual participation by committee members *must* include both audio and visual capability so that:
    - each committee member can hear the student and view the student, any presentation slides, and any demonstrations;
    - the student can hear and view each committee member.
- All committee members must participate interactively and in real-time for the *entire* examination, including any preparatory discussion leading up to it, the presentation itself, its discussion and evaluation.

Technical Requirements
In cases where any level of virtual participation will take place, from one virtual member to a fully virtual event, the conditions of the defense must adhere to the following requirements:

1. Prior to any oral exam, the student and Committee Chair coordinate with other committee members regarding the protocol for the exam.
2. All participants must join using university-adopted videoconferencing tools that allow for **fully interactive** audio and video communications along with screen-sharing capabilities, which must be maintained throughout the examination and any related discussion.
3. The use of audio-only communications is not permitted.
4. Participation merely by viewing a recording of the oral examination is specifically prohibited.
5. All members of the committee, on- or off-site, must participate in the final evaluation of the examination or defense; provisions must be made to record their votes and collect their signaturesas necessary using the digital signature system approved by the Graduate School.
6. The Committee Chair, or another non-student designee, shall be the host of the virtual meeting. A co-host may be assigned so that the event will not be interrupted by technical difficulties. The host should mute all participants (or ask participants to mute themselves) and ask the student to share their screen, if a presentation is involved, in order to make the presentation visible to all attendees. The host must also ensure that appropriate security precautions are taken to prevent the interruption of the event.
7. Following the public portion of the defense, the host shall ask all non-committee members to leave the meeting, or the host may manually remove them. In programs where the defense has both a public and a private portion, the committee may then continue the event as outlined in their program protocols.
8. Once the committee has completed the examination of the student, the host shall place the student into the waiting room (or have the committee members use a breakout room) so the committee can conduct their deliberations in private.

The Committee Chair must have a secondary videoconferencing system available as a back-up in in the case of technical difficulties. Cancellation of the examination should only occur in the case where both the primary and secondary back-up systems fail. If an examination must be rescheduled, it will be done without prejudice to the student. Since committee deliberations are an essential aspect of the examination, completing the examination and final discussion via email or other non-audiovisual means is not an option.

If the student or any committee member(s) have a disability that will be impacted by virtual participation, accommodations for participation must be provided.

Following Successful Defense of the Dissertation

The PhD Dissertation Chair should alert the PhD Program Director of the successful defense so the Program Director can initiate the Committee Acceptance Form and publicize the successful defense. The notification to the PhD Director needs to include the following information:

- The student's name and email address,
- Date of the defense,
- Manuscript title,
- The name and email address for each regular committee member,
- The name and email address of the committee chair.

After the Dissertation Chair has notified the PhD Director, all committee members can sign the Committee Acceptance Form initiated by the PhD Program Director via the DocuSign process. The PhD Program Director will provide a final signature on the Committee Acceptance Form once the ETD confirmation notification is received by the PhD Program Director from the student.

If the student is unable to complete the dissertation prior to the deadline for regular commencement, the student may defend later in the semester, between semesters, or whenever the Dissertation Committee can be convened. After the successful defense and approval of the dissertation by the Dean of the Graduate School, a Certificate of Degree will be issued to potential employers, as needed. The official degree will be conferred at the next commencement. Other appropriate letters documenting completion of the degree will be written to assist the student in matters related to employment or credentialing.

Submission of the ETD

The final dissertation as approved by the dissertation committee and in the format required for ETDs must be submitted online to the Graduate School through the ProQuest/UMI submission portal. In addition, the student must complete the information about his or her degree and dissertation in the online submission. There is an easy step-by-step process to follow, simply go to the Graduate School ETD web pages (http://services.graduate.ua.edu/etd/) to prepare for the process. A Students Guide to Preparing Electronic These and Dissertations can be found at http://services.graduate.ua.edu/etd/manual/index.html. It is very helpful to familiarize yourself with this process prior the time when you need to engage with this process.

Graduate School Review

The final version of the dissertation must follow the requirements of the Graduate School for the preparation and submission of dissertations as stated in *A Student Guide to Preparing Electronic Theses and Dissertations*, published by the Graduate School and available on-line. **This section of the PhD Handbook contains cautions based on past experiences but does not contain complete information about the process.** The Graduate School provides complete information and students must consult and follow those policies and procedures.

In preparing to submit the dissertation to the Graduate School, the student should pay particular attention to the requirements listed under *Format*. The instructions contained in this section must be followed *exactly*. **Failure to do this can result in considerable frustration and delay.**

The results of the defense, and the dissertation, must be in the hands of the Dean of the Graduate School six weeks before the end of the semester. The Graduate School determines the exact calendar deadlines for each semester; these are available online at the Graduate School website for Current Students. The student needs to pay attention to this information well in advance of at the beginning of the semester in which they intend to graduate. **The student should be aware that she/he will be required to register for more dissertation credits if all paperwork is not completed by a certain date**.

The manuscript prepared by each student should be fully proofread and corrected _BEFORE_ submission online to the Graduate School. It is the primary responsibility of the student for reviewing and proofing the document before submission. Some students engage external editors to help with this process.

As part of the submission the committee and the student must sign and certify that the electronic copy of the manuscript is a true copy of the final approved version. The PhD Program Director initiates the Committee Acceptance Form for the Electronic Thesis or Dissertation; **the thesis or dissertation cannot be accepted unless this form has been completed via the Graduate School's process**.

Each doctoral candidate must also submit to the Graduate School at the same time as the ETD is submitted a completed Publication Agreement Form. This is the publishing agreement between the student and UA and mirrors the Electronic Publishing Agreement the student completes online as part of the submission to ProQuest/UMI, UA's publishing partners. **Any embargo period selected MUST be the same on both of these publishing agreements; any inconsistencies will result in a rejection of the submission.**

Also, each doctoral candidate is required to complete an online NORC Survey of Earned Doctorates. Again, **unless and until this has been completed, the submission will be deemed incomplete and may be subject to rejection**.

The Graduate School then conducts a final editorial review of each master's thesis or doctoral dissertation to ensure that the general requirements of this manual and the student's style guide

have been met. However, the primary responsibility for reviewing a thesis or dissertation has always belonged to the student and the thesis or dissertation committee.

The Graduate School's review focuses on **grammar** and **format** rather than the scholarly content, which is the responsibility of the student and committee.

The Graduate School reviews the following key areas:

- **Organization of the pages** – preliminaries are all present and in the correct order;
- **Format** - print font, margins, and page numbering are all correct;
- **Grammar and spelling** – the Graduate School will review the manuscript for spelling errors and to ensure that the sentences and use of English are grammatically correct;
- **References** – bibliographies will be reviewed to ensure that all references and quotations are included and correctly formatted;
- **Abstract** – this will be read to ensure that it satisfies the Graduate School requirements for length and content;
- **Table of Contents, List of Figures, List of Tables** – these will be reviewed to ensure that wording is consistent between table/list and main body of the manuscript; and
- **Publishing Agreement and Survey of Earned Doctorates** – the Graduate School will ensure that all necessary forms have been completed and signed.

If, in reviewing a manuscript, the Graduate School determines that major corrections must be made, the dissertation will be rejected for a more thorough editing and proofing by the student and the Committee Chair. Thereafter, a changed pdf must be re-submitted using the online electronic submission process.

If the Graduate School requires minor corrections to the dissertation, the student will need to complete these within ten days and create a changed pdf for re-submission.

The student will be notified under either of the above instances via email, please make sure that the email address input to the UMI Administrator is current and valid as **ALL** ETD correspondence will be made using this address.

Once the dissertation has been approved by the Graduate School, the student will also receive confirmation via email.

Publication Requirements

The University of Alabama faculty has determined that all theses and dissertations should be published and made as widely available as possible in order to support the distribution of material for scholarly research. Unless the student has a compelling reason for withholding publication in the short term e.g., to establish patents, then no embargo period should be selected. Otherwise, the University of Alabama permits embargo for periods of six months, one year, or two years only.

Candidates must satisfy publication requirements by having their dissertations published online with ProQuest/UMI and through the University of Alabama Libraries. There is no charge for the Traditional Publishing option with ProQuest, and this is the recommended choice. Students will

satisfy the requirement for wide dissemination of their material by publishing the ETD "Open Access" with UA Libraries, for which there is also no charge. Where an embargo period is selected, the student must ensure that the same period is selected with both ProQuest and UA Libraries.

XI.   Financial Assistance

The PhD program is demanding and therefore generally requires taking a break from full-time employment. As a result, there are multiple opportunities to receive financial assistance. Most PhD students receive Graduate Assistantships in the form of GTA and GRA positions, which provide full tuition scholarships, health insurance, and monthly stipends. Others receive fellowships from the Graduate Council or from external sources. There are also opportunities for employment as an instructor in the School of Social Work's BSW Program and as Graduate Research Assistants on externally funded research grants. In recent years, most full-time students have received at least three years of financial support (unless other options were available to the student). The PhD Program aims to continue providing support for students for a minimum of three years, given the student's substantial continued progress in the program and the program's adequate financial resources. For more information about financial assistance for graduate students in the School of Social Work, contact the PhD Program Director.

Graduate Assistantships

A limited number of Graduate Assistantships are available for PhD students. Three kinds of Assistantships are offered and assigned based on the needs of the School with acknowledgment of the preferences of the student: Graduate Administrative Assistantships, Graduate Research Assistantships, and Graduate Teaching Assistantships. Graduate assistants are expected to provide service to a supervisor, usually a faculty member. The School of Social Work typically offers .25 FTE and .50 FTE graduate assistantships. A student with a .25 FTE graduate assistantship is expected to provide 10 hours of service per week and receives a 50 percent tuition scholarship, partial payment of health insurance, and a monthly stipend; a student with a .50 FTE graduate assistantship is expected to provide 20 hours of service per week and receives a 100 percent tuition scholarship, full payment of health insurance, and a monthly stipend. Any student who has an assistantship may not be employed more than at a .50 status. Graduate School policy does not allow for overloads.

A Graduate Administrative Assistant is assigned to an administrator to assist with some aspect of the School's administration. A Graduate Research Assistant is assigned to a faculty member to assist with research. Duties may include literature searches and reviews, statistical analysis, drafting of sections of proposals or articles, or any other aspect of research. A Graduate Teaching Assistant is assigned to a faculty member to provide assistance in teaching either a BSW- or MSW-level course. Duties may include developing course activities, grading assignments, giving lectures, leading discussions, or any other aspects of the teaching process. At times a student may have a .25 teaching assistantship with one professor and a .25 research assistantship with another professor. It is important for supervisor and the student to be clear about expectations and responsibilities. Students with a GTA may also be assigned to teach independently.

Students in the PhD Program may hold graduate assistantships administered by other divisions of the University. More information on graduate assistantships is available in the Graduate School publication, *Graduate Assistant Guide*, which is available at the Graduate School website.

Fellowships and Scholarships Administered by the School

Several endowed scholarships are awarded to BSW, MSW, or PhD students at the discretion of the Associate Dean of Educational Programs and Student Services and/or the scholarship committee. Typically, scholarships awarded to PhD students are awarded based on student performance in the PhD program. Several scholarships have been established specifically for PhD students.

The Ben Avis Orcutt Fellowship is awarded to a PhD student who has displayed outstanding dedication and commitment to the social work profession. The recipient of the scholarship has the MSW and two years of competent social work practice. To promote doctoral education at the University of Alabama School of Social Work, Dr. Ben Avis Orcutt and others established the Ben Avis Orcutt Endowed Doctoral Fellowship Fund in 1984. Dr. Orcutt served as Professor of Social Work and Director of the Doctoral Program at the University from 1976 until she retired in 1983.

The Ben Avis Orcutt Summer Fellowship Program allows for summer support of doctoral students who would otherwise face hardship in continuing their academic work between the spring and fall semesters when other assistantships and academic employment might be more available. The PhD Program solicits application for these funds during the academic year preceding the summer for which the support would be intended. This Fellowship Program was funded from 2021 through 2025.

The Leslie J. Shellhase Endowed Scholarship for Doctoral Students in Social Work is awarded to an outstanding PhD student. It is specifically intended to provide support for a student who is beginning work on the dissertation. The late Dr. Leslie Shellhase established the scholarship in 1994 to promote the education of deserving students pursuing a PhD degree in social work at The University of Alabama. Priority consideration for this scholarship is given to students who have been advanced to candidacy for degree. Dr. Shellhase was instrumental in the founding of the doctoral program and served on the Doctoral Program Committee from the time of its inception until he retired.

The Social Work Board of Friends Summer Research and Education Scholarships. Each summer scholarships are awarded to PhD students by the SW Board of Friends. These scholarships require an application. A research scholarship is intended to support a summer writing project. An education scholarship is intended to support summer course work. Each spring the PhD Program Director notifies students of the application guidelines and due dates.

Fellowships Administered by the Graduate School and External Organizations

A number of fellowships and other awards are administered by the Graduate School and by external organizations. For more information, see the Graduate School's Financial Assistance webpage https://catalog.ua.edu/graduate/about/general-information/financial-assistance/index.html.

Office of Student Financial Aid

To apply for financial assistance through other sources, students may contact the Office of Student Financial Aid, 106 Student Services Center, (205)348-6756, http://financialaid.ua.edu/. Assistance can take the form of scholarships, grants or loans.

XII. PhD Student Conference and Research Funding

Conference Funding
School of Social Work (SSW) PhD students can receive funding to partially cover costs for travel to academic conferences. Pending availability of funding, students can apply to receive:

- Up to $1,000 (combining SSW and Graduate School funds) when presenting at a conference for one conference in the academic year;
- Up to $700 per academic year from the SSW when presenting at a conference for up to two additional conferences in the academic year;
- Up to $500 (from SSW only) for conference registration and partial costs for travel to an academic conference when not presenting for one conference in the academic year. Please note that funding requests to support presentations will take priority over those for attendance only.

Research Funding: SSW PhD Students can also receive funding to defray costs of research up to $600 (combining SSW and Graduate School funds). For Research Awards, priority goes to pre-dissertation or dissertation research. Funds may be used for travel related to data collection and exploratory research, or for the processing of data or equipment.

Following are the steps to follow to receive the various categories of funding:

Requesting SSW Funding with Graduate School Match Funding

For Conference Presentation with Graduate School Match Funding:

1. The student should initiate a request in the Graduate School's online portal by following this link and reading and implementing the guidance it provides:

   https://graduate.ua.edu/wp-content/uploads/2018/03/CRF_Instructions_Student.pdf

2. After completing the online form, upload to the portal a pdf file with (a) a description of the presentation, its authorship, and rationale for attending the conference, and (b) the travel budget. In the description be sure to mention whether the student is presenting their own work, whether the conference is a specialty conference or a primary social work conference, and whether it is a regional, national, or international conference. A sample/template of this supporting information can be found in the PhD Forms section

of this webpage: https://socialwork.ua.edu/wp-content/uploads/2021/07/Sample-template-for-CRF-2021.pdf

3. Click to submit the form to the student's advisor.

4. After the form is submitted to the advisor, the advisor can access it by following this link: https://gradservice.ua.edu/login/dept.aspx. Click on "4A Academics (b) Faculty." Then click "3" Research & Travel Support Fund. Advisors who have password or other technical problems can e-mail graduate.school@ua.edu to request help.

5. Once the advisor approves the submission, they **must** check the box to notify the program director/department that the form is being submitted and, when ready, click the button to "Submit to Department." (**The program director is not automatically notified that a request has been submitted. They are only notified if the advisor checks the box indicating the department should be notified.**)

6. Pending availability of funding, the PhD program director will "sign off" on the submission and forward it to the Graduate School.

7. The student will submit the pdf copy of the supporting documentation, i.e., the conference description and budget along with a completed **"Student Travel Authorization Form"** to the PhD program director. The form is found on the PhD program website in the "PhD Program Forms" list (https://socialwork.ua.edu/current-students/). (Note: If the student is teaching and missing a class, the student must ask the BSW program director to initial the form.) The pdf description/budget file and the form should be submitted to the PhD program director by e-mail as an attachment.

8. After the Graduate School approves its portion of the request (up to $500), the PhD program director will submit the Student Travel Authorization Form to the SSW for approval. After approval, the money will be deposited directly into the student's account. As with any request for funding, this process can take time and requires patience. However, should you suspect a "breakdown" in the process, please reach out to the PhD Program Director for an update.

If Not Presenting at a Conference (no Graduate School match funding)

1. The student should complete a Student Travel Authorization Form along with the supporting documentation (description and budget/funding) and send it via email to the PhD program director. (The Travel Authorization form is found on the "Current Students" SSW webpage in the "PhD Program Forms" list.) (Note: If the student is teaching and missing a class, the student must ask the BSW program director to initial the form.) Attach a brief description of the reason for attending the conference and a travel budget. The process is similar to the one above, except the student should NOT initiate a

request through the Graduate School requesting funding match. Support for conference attendance when not presenting is only available through the PhD Program budget.

2. The PhD Program Director will review for approval and forward the request to the SSW administration for approval. Depending on specifics, students may receive up to $500 before travel or after travel with receipts which will be deposited to the student's University account.

For Research Funding with Graduate School Match Funding:

1. The student should initiate a request in the Graduate School's online portal by following this link and reading and implementing the guidance it provides:

   https://graduate.ua.edu/wp-content/uploads/2018/03/CRF_Instructions_Student.pdf

2. After completing the online form, upload to the portal a pdf file with a rationale and budget.

3. Click to submit the form to the student's advisor.

4. After the form is submitted to the advisor, the advisor can access it by following this link: https://gradservice.ua.edu/login/dept.aspx. Click on "4A Academics (b) Faculty." Then click "3" Research & Travel Support Fund. Advisors who have password or other technical problems can e-mail graduate.school@ua.edu to request help.

5. Once the advisor approves the submission, he or she **must** check the box to notify the program director/department that the form is being submitted and, when ready, click the button to "Submit to Department." (**The program director is not automatically notified that a request has been submitted. They are only notified if the advisor checks the box indicating the department should be notified.**)

6. Pending availability of funding, the PhD program director will "sign off" on the submission and forward it to the Graduate School.

7. After the Graduate School approves its portion of the request (up to $300), the PhD program director will submit a General Authorization Form to the SSW for approval. After approval, the money will be deposited directly into the student's account. As with any request for funding, this process can take time and requires patience. However, should you suspect a "breakdown" in the process, please reach out to the PhD Program Director for an update.

XIII.   School of Social Work Resources for Students

Opportunities to learn about research and knowledge-building exist within the School of Social Work and also in cooperating agencies and schools in Tuscaloosa and throughout the state of Alabama. The University and the School of Social Work offers outstanding access to technology, including labs providing computing hardware and access to many software packages, including SPSS and NVivo. The University of Alabama Library system has been granted membership in the select Association of Research Libraries; it also belongs to the Center for Research Libraries.

Physical Facilities

School of Social Work classrooms, most administrative offices, and many faculty offices are located in Little Hall. The PhD Program student space is housed in Farrah Hall, including the doctoral student lab and classroom. Both buildings are designed to provide access into and mobility within for persons with physical disabilities.

Social Work Computer Laboratories

The doctoral student computer lab is located in 104, Farrah Hall and contains Internet-connected computers and one copier connected to a local area network. Each machine has an array of the most frequently used application software (including word processing, spreadsheets, statistical packages, database management, university-wide e-mail, the Internet, and various utilities). Another computer lab is in Little Hall, with approximately 20 computers and two laser printers.

Registration

The School of Social Work's Student Services Manager, Mr. Morion Siler mtsiler@ua.edu, office 1003 Little Hall, can assist with registration related problems. Students already enrolled in the University are expected to participate in the registration advising process. Questions about registration may be directed to the student's academic advisor, the Student Services Manager, or the PhD Program Director, as appropriate.

Mail and Other Forms of Communication

Mailboxes for PhD students are located in 104, Farrah Hall. These mailboxes are used to get information to individual students; students are responsible for items placed in their mailboxes. Please check them regularly. Students also have a Crimson mail account on the University's *MyBama* network, https://mybama.ua.edu/, which will enable exchange of e-mail messages with faculty, staff members, and other students. The student should become familiar with these and other communication options and use them as appropriate. Crimson mail is the official communications means at UA. Students are responsible for reading their Crimson mail; instructions for forwarding Crimson mail to other mail servers are available on the *MyBama* website. The PhD Program Assistant can also be helpful in serving as a source for program-related information.

PhD Student Organization (PSO)

All students are encouraged to join actively in the PhD Program's ongoing development through the PhD Student Organization (PSO). Through the PSO, students may be involved in and influence the academic, organizational, and social aspects of the PhD Program. **The PSO gives PhD students an important venue to make their voices heard.** This group enables doctoral students to participate in curriculum matters and policy decisions through a voting representative on the PhD Program committee. In addition to voting rights, PSO members, along with other doctoral students, have a role in interviewing and evaluating prospective faculty members, planning orientation of new PhD students, recruiting and recommending applicants to the PhD Program Director, and in hosting professional enrichment and social events throughout the year. Especially popular are colloquia featuring visiting scholars.

Office of Educational Programs and Student Services

Although the PhD student's academic advisor is normally the first point of contact for concerns, and then the PhD Program Director, staff members of the Office of Educational Programs and Student Services are also available to talk with students about problems and/or concerns related to personal as well as academic life.

Disability Services

The School's liaison for services for students with disabilities is the Associate Dean for Educational Programs and Student Services. Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office of Disability Services (ODS), 1000, Houser Hall, (205)348-4285, http://ods.ua.edu/. ODS will prepare letters addressed to the student's instructors that indicate the accommodation to which the student is entitled. *It is the student's responsibility* to present the accommodation letter to each of her or his instructors. Students and faculty members with questions or concerns about the special arrangements or accommodations should consult with ODS and/or the Associate Dean in the School of Social Work.

XIV. The University of Alabama Resources for Students

Alabama Residency

Information and guidelines for establishing Alabama residency can be obtained at the Office of the University Registrar, 206 Student Services Center, (205)348-2020, or their website: https://registrar.ua.edu/academics-policies/residency-for-tuition-purposes/.

If the student is billed incorrectly for non-resident fees, or is not billed at the proper time, it is the student's responsibility to report this to the Office of Student Account Services, Room 105 Student Services Center,(205) 348-9222.

Identification Cards

Your Action Card or "ACT Card" is your official student ID for The University of Alabama. The ACT Card is used for Bama Cash, Dining Dollars, meal plans, building access, NCAA athletic

events, University recreation centers, the Student Health Center, libraries loan services, campus entertainment events, and more! For full and most accurate information, visit https://actcard.ua.edu/actcardbasics/. Students, faculty, and staff can add their ACT Cards in the Apple Wallet on iPhone and Apple Watch and in Google Pay on Android phones. You can use this digital ID just like a physical card. You do not need a physical card to add to your mobile devices.

Parking Permits

All students, faculty and staff must display appropriate parking permits on their vehicles to park on campus during the days and hours such permits are required. The permit will allow the student to park in the areas identified by the color on the permit. Student parking permits may be obtained from the Parking Services Office, Campus Drive Parking Deck, located at 451 Campus Drive East, (205)348-5471, http://bamaparking.ua.edu/. The student will need to have a current ACT card and the license tag number of the vehicle that will be parked. Students may register vehicles on-line when registering for classes and parking hangtags will be mailed to the student's permanent address. Permits are not required after 6:00 p.m. or on Saturday and Sunday. Any student visiting campus or attending classes Monday through Friday between 7:30 a.m. and 6:00 p.m. is required to either (1) park in one of the visitor decks and pay $5.00 on exit, (2) purchase a student permit, or (3) purchase day student passes for $5.00 per day that will allow them to park in any student surface lot on campus.

Bookstores

Textbooks may be purchased from the University Supply Store and the Corner Book Store. These stores will also purchase used books from students.

Libraries

The University of Alabama provides library facilities and services to its faculty, students, staff, and other scholars and information users through a system of discipline-related libraries. Amelia Gayle Gorgas Library: serving the humanities, social sciences, and arts, is centrally located on the University Quadrangle. Three other units are located adjacent to their discipline-related teaching areas: Angelo Bruno Business Library, McLure Education Library, and Eric and Sarah Rodgers Library for Science and Engineering. The W. S. Hoole Special Collections Library is located on the second floor of the Scientific Collections building. The University Libraries website, http://www.lib.ua.edu/, provides access to a variety of on-line resources, including the Libraries Catalog, databases, and electronic journals. Several campus libraries are under separate administration. These include the Health Sciences Library, located on the ground floor of the University Medical Center, 850 Fifth Avenue East, http://cchs.ua.edu/library/, the Bounds Law Library, located in the School of Law, http://www.library.law.ua.edu/, and the Map Library, located in the Department of Geography, https://maplibrary.ua.edu.

Office of Information Technology

The University provides computing resources for research and instruction through the Office of Information Technology (OIT), housed in Gordon Palmer Hall. The IT Service Desk (ITSD), ITSD@ua.edu , (205)348-5555, is located in room 125 Gordon Palmer. The Office of Information Technology also includes the Faculty Resource Center and Telecommunications. The computer center staff maintains the campus network backbone, internet connections, and central academic and administrative servers. Services provided include e-mail, web hosting, calendaring, administrative business systems, software licensing, training, and personal computing assistance for University faculty, staff, and students.

Personal computer labs are available in each of the colleges on campus. The hardware and software that are available in these labs vary according to the needs of students. There is also a small lab in 127 Gordon Palmer Hall that may be used by any University of Alabama student, faculty, or staff member. The following website: https://oit.ua.edu/service/computer-labs/ provides a list of computer labs on campus.

Capstone Center for Student Success

The Capstone Center for Student Success (CCSS) [https://success.ua.edu/] is an integral part of the University's plan for academic excellence. The mission of the CCSS is to enhance learning through the design and delivery of academic support services. CCSS offers:

- Peer and Professional Academic Coaching.
- Individual and small group tutoring.
- Introductory, compass, and academic success courses.
- Reading, study skills, and academic success workshops.
- Computer labs and student study spaces.
- First year transition and leadership programming.
- Crimson Edge and Exploring for Success (PMST) programs.
- Referrals to other UA services and programs.
- Preparation for professional school and graduate school entrance examinations.
- Student Support Services/TRiO.
- Alabama REACH, Coca-Cola First Generation Scholarship, Annexstad Leaders for Tomorrow Scholarship, and Horatio Alger Association Al and Cathy Annexstad Scholarship.

For further information, contact the Center for Student Success, Russell Hall 3rd Floor, (205)348-7011, https://success.ua.edu/tutoring.

The University Writing Center

Located in 322 Lloyd Hall, the University of Alabama Writing Center, http://www.writingcenter.ua.edu/; offers free, friendly, one-on-one writing consultations for all UA students. Appointments are strongly encouraged; walk-ins will be accommodated on a first-come, first-served basis.

Counseling Services

Career Counseling. Career counseling is available through the student's faculty advisor and at the Career Center, 3400 UA Student Center, (205)348-5848, http://www.career.sa.ua.edu/.

Personal Counseling. Personal counseling by qualified professionals is available to students at the Psychology Clinic, 200 Hackberry Lane; 121 James McMillan Building, 348-5000; and at the Counseling Center, https://counseling.sa.ua.edu/contact/ Suite 3000 South Lawn Office Building, 1100 Jackson Avenue, 1, (205)348-3863; and The Women and Gender Resource Center, 1101 Jackson Avenue, South Lawn Office Building, 348-5040, https://wgrc.sa.ua.edu. The WGRC provides free, confidential, and voluntary counseling and advocacy services to members of The University of Alabama community who are victims/survivors of interpersonal violence. Services are also provided to family and friends who have been impacted by the abuse, to Shelton State students, and to anyone who is victimized on The University of Alabama campus.

Graduate School Support Programs

The Graduate School provides services and resources aimed at the unique needs of graduate students to help them succeed academically, personally, and professionally. The Graduate School offers an orientation for new graduate students, seminars and programs, publications, an extensive web page to keep graduate students informed, an annual Graduate Student Research Conference, and other resources (including books, videos, and software tutorials).

Office of Disability Services

The Office of Disability Services (ODS) is the central campus resource for students who wish to request academic accommodations. In collaboration with students and instructors, our staff coordinate accommodations and support to ensure equal access to an education. The website of ODS is http://ods.ua.edu/. For more information, contact ODS at (205)348-4285 or (205)348-3081 (TTY); or email mailto:ods@ua.edu

In addition to ODS, resources on campus for students with disabilities includes the Speech and Hearing Center, 700 University Blvd. East; (205)348-7131, http://www.cd.ua.edu/speech-and-hearing-center/.

Capstone International Center

The Capstone International Center, located at 105 BB Comer Hall, cic@ua.edu, http://international.ua.edu/; provides a broad range of services and programs specifically designed to meet the unique needs of international students and scholars and their families, including orientation to the university and community, counseling, academic support services, and information about financial assistance. The International Student Association, is an organization of international students at the University.

Veteran and Military Affairs

The Office of Veteran and Military Affairs serves all student veterans, service members, dependents, and survivors regardless if the student receives federal or state benefits. Military connected students must fill out a Student Profile Sheet in order to use the resources and services available at the Office of Veteran and Military Affairs, located in 3000 Houser Hall.   Information about services, application procedures, and compliance with VA requirements is available at the Office of Veteran and Military Affairs, 3000 Houser Hall, (205)348-0983, https://vets.sa.ua.edu/.

Student Organizations

All students are encouraged to join actively in the PhD Program's ongoing development through the PhD Student Organization (PSO). Through the PSO, students may be involved in and influence the academic, organizational, and social aspects of the PhD Program. This group enables doctoral students to participate in curriculum matters and policy decisions through a voting representative on the PhD Program committee. In addition to voting rights, PSO members, along with other doctoral students, have a role in interviewing and evaluating prospective faculty members, planning orientation of new PhD students, recruiting and recommending applicants to the PhD Program Director, and in hosting professional enrichment and social events throughout the year.

The Graduate Student Association (GSA) [https://gsa.ua.edu/], serves the needs of, advocates for the interests of, and fosters collaboration among graduate students at The University of Alabama. Through representation, community, and support, GSA aims to serve all graduate students at the University of Alabama. Our Executive Committee serves to undertake initiatives for the improvement of graduate student life with the help of committees and delegates from graduate programs and departments. If you have questions about GSA, contact them at gsa@ua.edu. The African-American Graduate Student Association, https://mysource.ua.edu/organization/africanamericangraduatestudentassociation, is an organization of African-American graduate students at the University.

International and Multicultural Student Organizations include over 27 diverse groups. For a complete list visit http://international.ua.edu/programs-activities/international-clubs-organizations/.

University Recreation

University Recreation, (205)348-5164, http://urec.sa.ua.edu/, serves students and the greater University of Alabama community by providing opportunities to foster health and well-being, learning, leadership, and inclusion. University Recreation's facilities and programs provide places to get moving and keep an active lifestyle. Whether you want to work out solo or with friends, UREC has something for everyone. The Student Recreation Center with Outdoor Pool Complex, Robert E. Witt Student Activity Center, and Aquatic Center offer unique spaces for you to either challenge yourself with something new or stick with a consistent routine. University Recreation provides contemporary and relevant opportunities for enhanced health and well-being through the engagement and participation of students, faculty, staff, alumni, and community members.

University Health Services

The Student Health Center, located at the University Medical Center on the corner of 5ᵗʰ Avenue East and University Boulevard, (205)348-6262, http://shc.ua.edu, is available to all registered students. A complete list of services can be found at https://shc.sa.ua.edu/services/ .

Women's Center Sexual Assault Victim's Advocate

The University of Alabama Women and Gender Resource Center, https://wgrc.sa.ua.edu, provides victim advocacy and counseling. This program provides needed support in a time of crisis to victims of sexual assault. The advocate will help victims, their families, and friends by providing information and support. Services include hospital accompaniment, location of safe housing, academic intervention with missed classes and exams, emergency intake for crisis intervention or on a walk-in basis, help exploring legal and judicial options, information and referrals, and assistance with crime victims' compensation application.

Housing

The Division of Student Life Housing and Residential Communities maintains a variety of housing facilities for students. Information is available at Robert E. Witt Student Activity Center, 654 Abercrombie Lane, (205)348-6676, housing@ua.edu,. For full information visit https://housing.sa.ua.edu/. Information about off-campus housing can be found at https://offcampushousing.sa.ua.edu/.

Safety

The University of Alabama is part of a larger community – so the same potential for crime that exists in every American city exists here. Crime has two elements: motive and opportunity. You probably can't do much about the former, but there are many ways to reduce the opportunity to commit crimes. Students may sign-up for university-issued safety alerts. For complete information on campus safety, visit https://www.ua.edu/campuslife/safety/.

Blue Lights. Learn the locations of the 150 bright blue outdoor emergency phones around campus https://map.concept3d.com/?id=1222#!ce/31813?ct/33630,31885,31490,37083,40823,40824,32648. Each phone is clearly marked, and is a direct line to the University of Alabama Police Department communications operator. No dialing is necessary. In an emergency, all you need to do is take the phone off the hook or push the red button. The communications operator knows your location and usually has sent a police officer to help you even before actually answering your line.

COURSE DESCRIPTIONS

SW 600 Social Work and the Welfare State. Three hours.
Prerequisite: Admission to the doctoral program or permission of the instructor.
Introduction to needs and opportunities for research in social welfare state and current research on social welfare policy and its implementation.

SW 601 Seminar in Doctoral Education. One hour.
Prerequisite: Enrollment in the doctoral program in Social Work
Provides students with an introduction to the PhD program and expectations for doctoral level study and familiarity with faculty and their research interests.

SW 605 Social Work Education. Three hours.
Prerequisite: Completion of SW 601
Focuses on the history, current structure, pedagogical theories, and contemporary issues important to social work educators.

SW 620 Social Work Research I. Three hours.
Prerequisite: Admission to the doctoral program or permission of the instructor.
Prerequisite or co-requisite: Completion of the statistics requirement.
 Examination of some of the key theoretical issues of qualitative and quantitative social science research and the basic processes of theory formulation and knowledge building.

SW 621 Social Work Research II. Three hours.
Prerequisites: SW 620 with a grade of B or higher.
Continuation of SW 620. Prepares students to design and carry out quantitative, qualitative, and multi-method research appropriate and adequate for answering social work research questions. Focuses on research design, sampling, data collection, and analysis, and dissemination of results and conclusions.

SW 622 Observation and Measurement. Three hours.
Prerequisites: Completion of the statistics requirement and SW 621, or permission of the instructor.
Focuses on the theoretical foundations of observation and measurement in social research and on the practical skills for measuring social phenomena, including assessment of the psychometric properties of research instruments and the design of reliable and valid instruments.

SW 623 Seminar in Qualitative Research. Three hours.
Prerequisites: Completion of the statistics requirement and SW 621, or permission of the instructor.
 Advanced study of key concepts in qualitative research, with applications for social work practice research and evaluation.

SW 624 Seminar in Qualitative Data Analysis. Three hours.
Prerequisite(s): SW 620 and SW 621 and SW 640
Prerequisite(s) with Concurrency: SW 623
This course provides an opportunity for students to focus on developing skills and techniques related to qualitative data analysis. Methods of coding, processes of data analysis, including description, but very much going beyond simple descriptions, will be covered.   The course will emphasize analytic strategies useful across research approaches, focusing on the fundamentals of qualitative analysis across the various types of data collected using various qualitative approaches. Data management, data display, and writing up

qualitative data analysis results along with dissemination strategies will be included. The course will demonstrate at least one computer assisted data analysis program.

SW 626 Seminar in Mixed Methods Research. Three hours.
Prerequisites: Completion of SW 621 and SW 623, or permission of the instructor. The purpose of this course is to provides in-depth study of mixed methods research to graduate students who are already familiar with quantitative and qualitative research. An introductory phase of the course consists of defining mixed methods research and describing the history and foundations of this form of research. We will then examine the types of mixed methods designs available and discuss the process of research as it relates to each of these designs.

SW 627 Systematic Review. Three hours.
Prerequisites: Admission to the PhD program or permission of instructor.
This doctoral seminar introduces students to the purpose and process of systematic review of research. Students will develop advanced skills for the analysis and synthesis of published research. Skills include the use of electronic databases and other strategies for locating relevant research, the ability to appraise the quality of evidence, and strategies for summarizing and   synthesizing existing research. Such skills are essential for summarizing the state of research on specific topics of concern for social work practitioners, researchers and policy-makers, including descriptions of populations and the effectiveness of social work interventions.

SW 628 Research Practicum. Three hours.
Development of a social work research proposal, including the conceptualization of the research question, review of pertinent literature, project administration, arrangements for community collaboration, and IRB approval. Participation in ongoing research under faculty supervision.

SW 629 Seminar in Special Topics in Social Work Research. Three hours.
Prerequisites: Completion of the statistics requirement and SW 621, or permission of the instructor.
Study of an advanced quantitative or qualitative method, approach, or technique with emphasis on knowledge-building applications of the method, approach, or technique.

SW 631 Community-Engaged Research. Three hours.
Prerequisites: Completion of SW 621, or permission of the instructor.
Provides an overview of community-engaged research methodologies. Also addresses cultural competence and humility, working with diverse populations, ethical considerations in community-engaged research, and issues salient to funding and Institutional Review Board review.

SW 640 Conceptual Foundations of Social Work Practice and Research. Three hours.
Prerequisite: Admission to the doctoral program or permission of the instructor.
 Components of social work practice theory, including the historical forces shaping conceptualizations of practice, the ideological and epistemological assumptions of both normative and empirical conceptualizations of practice, the contributions of science and other approaches to knowledge and skill building.

SW 641 Applying Theory in the Development of Social Work Knowledge. Three hours.
Prerequisites: SW 620 and SW 640 or instructor permission.
This course provides the basic knowledge and skills to prepare students to understand the relative place and contribution of theoretical conceptualization to the development of knowledge for social work practice. This course builds on knowledge gained in SW 640: Conceptual Foundations of Social Work Practice and Research, and SW 620: Social Work Research Methods I.

SW 648 Seminar in Social Work: Special Topics. Three hours.
Prerequisite: Admission to the doctoral program or permission of the instructor.
Integrative seminar on special topics.

SW 660 Independent Study. Three hours.
Prerequisites: Completion of statistics requirement and SW 621, or permission of the instructor.

SW 697 Post-MSW Practice Experience. Variable credit.
Prerequisite(s): Holding an MSW degree. Completion of at least the first year of doctoral program coursework (22 doctoral program credits).
This course provides students in the social work PhD program who hold an MSW the opportunity to obtain practice experience in an educationally and MSW-supervised environment. Students work up to 20 hours per week in agencies with UA SSW field-office-approved social work supervision.

SW 698 Non-dissertation Research. Variable credit.

SW 699 Dissertation Research. Variable credit.

Graduates and their Dissertations

DSW Conferred, 1979-1991

Abbott, L. C. (1982). A Study of Humanism in Family Physicians. Chair: Robert J. Teare

Allen, T. H. (1986). Moral Thoughts and Attitudes Toward Public Dependency: Relationships to Social Work Students' Life Experiences. Chair: Paul R. Mills

Altamura, L. S. (1979). An Analysis of Administrative Activities of Federally Funded Community Mental Health Center Chief Executive Officers. Chair: Jerry E. Griffin

Austin, M. J. C. (1986). The Effects of the Black Experience on Black Children in Transition from A Nurturing Environment to a Sustaining Environment. Chair: Beulah R. Compton

Barfoot, S. G. (1982). The Need For and Use of Community Social Services for Children. Chair: Phillip E. Crunk

Barrett, W. A. (1983). Factors Associated with AFDC Recipients' Achievement of Financial Independence Through Employment in Alabama. Chair: Jerry E. Griffin

Bedics, B. C. (1989). An Exploration of Reasons for Nonuse of Prenatal Care.   Chair: Charles R. Atherton

Bostic, B. R. (1988). Family Adjustment to Rotating Shift Work: Problems, Process, and Relationships. Chair: Leslie J. Shellhase

Calvin, R. (1986). The Measurement of Triangulation: The Development of a Questionnaire for Adolescent Respondents. Chair: Robert J. Teare

Campbell, P. M. (1984). An Examination of Baccalaureate Social Work Education for Social Work Practice in the Rural Environment. Chair: Richard T. Crow

Cook, T. F. (1988). Transition to Parenthood: A Study of First-Time Biological and Adoptive Parents. Chair: Beulah R. Compton

Crowell, M. H. (1988). Loneliness in a Life Transition. Chair: W. David Harrison

Dauser, F. W. (1986). Social Workers' Clinical Policy Activities: A Study of Alabama CMHC Social Workers. Chair: Paul R. Mills

DeVaney, N. M. (1983). Adjustment of the Older Adopted Child: Process and Relationship. Chair: Paul. R. Mills

Dougherty-Zee, N. (1988). Why Some Women Stay Single: An Object Relations-Based Study of Their Reasons and Experiences. Chair: Beulah R. Compton

Easley, E. L. (1987). The Impact of Traumatic Events on Religious Faith: Implications for Social Work. Chair: Charles R. Atherton

Fagan, W. M. (1981). A Descriptive Analysis of Interpersonal Conflict Behaviors of Community Mental Health Professionals. Chair: Jerry E. Griffin

Felkenes, S. W. (1980). The Social Work Professional and His Ethics: A Philosophical Analysis. Chair: Leslie J. Shellhase

Fletcher, B. W. (1987). Sociocultural Correlates of Normative Drinking Behavior and Utilization of Treatment Resources: A Study of 113 Black Female Mississippians. Chair: Leslie J. Shellhase

Flowers, L. C. (1984). A Social Work Paradigm for Treatment of One Aggressive, Acting-Out Child. Chair: Ben A. Orcutt

Flynn, R. J. (1985). Structural Family Therapy of a Family with a Hyperactive Child: A Single-Subject Investigation. Chair: Paul R. Mills

Forward, G. M. (1985). Children with a Seizure Disorder: Personal and Familial Factors on Seizure Frequency. Chair: Paul R. Mills

Gibson, T. L. (1980). The Effects of Perceived Frequency of Organizational Change on Role Clarity and Job Satisfaction of Public Sector Employees. Chair: Richard T. Crow

Gleissner, M. F. (1985). Alcoholism and Impaired Object Relations in Females. Chair: Paul R. Mills

Grace, P. F. (1986). Toward A Typology of AFDC Recipients: A Hierarchical Analysis. Chair: Robert J. Teare

Granich, S. M. (1984). The Bonding/Attachment System Between Mothers and Their Institutionalized Mentally Retarded Children. Chair: Paul R. Mills

Grote, N. P. (1985). A Study of Performance Appraisal Systems in State Public Welfare Agencies: Compliance with Contemporary Employment Discrimination Law. Chair: Robert J. Teare

Haagenstad, S. J. (1991). Family Members' Perceptions of Separation and Placement When a Child is Placed in Residential Care. Chair: W. David Harrison

Hall, E. H. (1979). A Quantitative Descriptive Study of Factors Associated with Sexual Activities in Early Adolescence. Chair: Charles R. Atherton

Harris, J. B. (1990). The Development of an Operational Definition of Sexual Harassment in Higher Education. Chair: Robert J. Teare

Hess, H. J. (1981). Analysis of Social Work Clinical Actions in Family Practice Centers. Chair: Ben A. Orcutt

Howard, T. U. (1980). Professional Socialization and Cognitive/Moral Development: A Study of the Relationship Between Level of Moral Thought and Humanistic Attitudes. Chair: Leslie J. Shellhase

Ikenberg, Carin. (2021). Survivors of Sibling Abuse and Intimate partner Violence: What are the ties that bind? Chair: Catherine Carlson

Jackson, A. A. (1983). Task-Centered Treatment: A Single Investigation. Chair: Paul R. Mills

Kemp, J. T. (1979). An Examination of Social Work Research: Research Concepts Instructors Indicate are Important in Their Social Work Research Courses and Concepts Their Students are Learning Best. Chair: Gerald K. Eure

Lauber, M. B. (1988). An Analysis of Case Management Tasks in Community Mental Health Facilities. Chair: W. David Harrison

Lester, B. M. F. (1985). The Social Support Needs of Parents of Children with Sickle Cell Anemia. Chair: Charles R. Atherton

Mancoske, R. J. (1982). The Effects of a Handicapped Child on Parent's Perceptions of the Family Environment. Chair: Phillip E. Crunk

Maqashalala, T. N. V. (1984). An Analysis of Support Systems Among African Widows in the Tyhume Basin, Ciskei, South Africa. Chair: Jerry E. Griffin

Meherg, J. D. (1981). Factors Associated with Willingness to Assist Elderly Relatives. Chair: Lorin A. Baumhover

Milner, J. L. (1985). Factors Affecting Duration of Foster Care. Chair: Gerald K. Eure

Morgan, M. G. (1987). Leadership Style Effectiveness and Variability of Social Work Education Administrators and Satisfaction of Faculty with Administrator. Chair: Phillip E. Crunk

Orten, J. D. (1979). Experimentally Influenced Changes in Students' Attitudes Toward the Poor. Chair: Ben A. Orcutt

Parker, M. W. (1982). Juvenile Court Discretion with Status Offenders: An Analysis of Factors of Influence in Alabama. Chair: Richard T. Crow

Pegues, J. A. (1990). Everyday Lives: A Qualitative Study of the Dimensions of Informal Support Networks of Female, Non-Metropolitan, Community Residents, Aged 75 through 84. Chair: Beulah R. Compton

Pratt, E. D. (1984). Sociolinguistics and Measurement: The Validity of Frequency Qualifiers as Likert Scale Anchors for Social Work Research with the Low Income Population. Chair: Leslie J. Shellhase

Sellers, J. R. (1983). Status of Primary Prevention in Baccalaureate Social Work Curricula. Chair: Robert J. Teare

Smith, W. C. (1979). The Juvenile Aftercare System in the United States: A Descriptive Analysis. Chair: Charles S. Prigmore

Stafford, J. D. (1991). An Examination of the Relationship Between the Adaptation of the Elderly to Nursing Homes and Antonovsky's Sense of Coherence Concept. Chair: Charles R. Atherton

Stanford, S. C. (1979). An Analysis of Administrative Functions of Deans of Graduate Schools of Social Work as Perceived by Selected Deans and Faculty Members. Chair: Richard T. Crow

Turner, R. O. (1990). Through the Eyes of Parents: A Study of the Social Support Systems of Families with Mentally Retarded Children. Chair: Beulah R. Compton

Tyler, P. O. (1986). The Relationship Between Psychological Climate, Work Unit Characteristics, and Error Rate in Public Welfare Eligibility Determinations. Chair: Richard T. Crow

Von Pohl, R. (1982). A Study to Assess the Effects of Rational-Emotive Therapy with a Selected Group of Emotionally Disturbed in Day and Residential Treatment. Chair: Gerald K. Eure

Watkins, S. A. (1981). Father-Infant Relationship: Father's Involvement with First-born Children. Chair: Ben A. Orcutt

Wilson, M.-V. K. (1987). Impact Upon a Surviving Sibling of Family Role Reallocation Following the Sudden Death of Another Sibling. Chair: Beulah R. Compton

Woodruff, L. L. K. (1982). Traditionalism in Family Ideology: Effects on Family Adjustment and Satisfaction Comparing Biological and Stepfather Families. Chair: Leslie J. Shellhase

Yuen, F. K. (1989). Constructing a Scale to Measure "World View": An Application for Social Work. Chair: Phillip E. Crunk

PhD Conferred, 1993-2022

Ackerson, B. J. (1998). Predictors of Community Success in Psychiatric Rehabilitation: A Retrospective Case Review. Chair: Lee W. Badger

Allen, T. T. (2003). Factors that Contribute to the Propensity to Take Juveniles into Custody: A Survey of Police Officers in Cleveland, Ohio. Chair: Paul H. Stuart

Anderson, K. G. (2019). The Effects of Perceived Cultural Fit on Active Military Wives. Chair: Josephine Pryce

Arriaza, P. (2009). Bereavement Services for Hispanics: An Exploratory Study of Florida Hospices. Co-chairs: Jordan I. Kosberg and Ellen L. Csikai

Baldwin, J.T. (2009). We've Come a Long Way Baby…Or Have We?: The Phenomenon of Community Re-Integrated for Incarcerated Women. Chair: Debra M. Nelson-Gardell

Barber, B. (2020). Attitudes and Opinions Towards Stress-related Support Services Among Police in a Southern State: A Qualitative Study. Chair: David Albright.

Bates, C. (2008). The Relationship of Family Dysfunction and Trauma Exposure in Male Juvenile Sexual Offenders. Chair: Wesley T. Church

Batey, D.S. (2013). Exploring Individual- and Community-Level Predictors and Mediators of Suboptimal HIV Primary Care Appointment Adherence: The Importance of Place. Chair: David M. Pollio

Bell, A. D. (2018). Examination of Social Work Justice in Social Work Education. Co-Chairs: Josephine Pryce and Cassandra Simon

Bennett, R. (2009). Community and Individual Factors that Influence Housing Need Among Low-Income Persons Living with HIV/AIDS. Co-Chairs: Lucinda L. Roff and Kathleen A. Bolland

Bolland, K. A. (1998). What Color is Your Paradigm? Researchers' Assumptions Regarding Disciplined Social Inquiry. Chair: Robert J. Teare

Boltz, L. D. (2020). A Grounded Theory of the Perceptions of Caseworkers and Foster Parents Regarding the Healthcare of Children in Foster Care. Chair: Brenda Smith

Bryant, C. J. (1994). Informal Social Support and Public Imagery in the Lives of African American Mothers who Subsist on Welfare. Chair: Paul H. Stuart

Burson, H. I. (2001). Alabama's Mothers' Pension Statute: Identification and Analysis of Institutional Determinants. Chair: Paul H. Stuart

Brazeal, M. (2019). The Role of Mood in Self-care among the Diabetic Population. Chair: Laura Hopson

Broussard, C. (2016). Care Transitions in Outpatient Cancer Settings: Process & Social Work Roles. Chair: Ellen Csikai

Buttell, F. P. (1997). Establishing the Feasibility of Using the Defining Issues Test as a Dependent Variable in the Treatment of Domestic Violence Offenders. Chair: Robert J. Teare

Carter, V. (2017). Breast Cancer Risk Factors in a Sexual Minority Population: An Examination of the 2014 and 2015 Behavioral Risk Factor Surveillance System. Co-Chairs: Cassandra Simon and Josephine Pryce.

Chacha, C. M. (2000). Factors Influencing Service Use Among Families of Children with Cerebral Palsy. Chair: Paul H. Stuart

Cheng, C. (1993). Public Assistance Recipients and Their Adaptation: A Social-Structural Perspective. Chair: Paul H. Stuart

Chisanga, B. (2006). Perceived Effectiveness of Community-Based Nonprofit Human Service Organizations Serving Low-Income Individuals and Families: The Case of Community Action Agencies of Alabama. Chair: Paul H. Stuart

Coleman-Reed, F. (2015). Grandparent Caregivers: Factors Contributing to the Experience of Life Satisfaction. Chair: Debra Nelson-Gardell

Collins, C. C. (2005). Cultural Models of Domestic Violence: Perspectives of Human Service Professionals. Chair: William W. Dressler

Collins, S.K. (2014). Barriers and Incentives to Breast Cancer Screening Among African-American and Caucasian Women in the Mississippi Delta. Chair: Brenda D. Smith

Cooper, K (2014). Exploring the Life Experiences of Afro-Caribbean Immigrant Women Living with HIV: A Phenomenological Investigation. Chair: Ellen L. Csikai

Daniulaityte, R. (2002). Cultural Models, Gender, and Individual Adjustment to Type 2 Diabetes in a Mexican Community. Chair: William W. Dressler

Davis-Maye, D. (2002). Correlation Between Perception of Parental Figure Support and Hope for Future Success of African American Girls Residing in Low Income Communities: A Descriptive Analysis. Chair: Paul H. Stuart

DeLisle, B. (2010). Parental Closeness and Problem Behaviors in a National Child Welfare Sample. Chair: Carol S. Drolen

Donahoe, J. N. (2000). Advancing Doctoral Education in Social Work: The Development of Organizations of Doctoral Programs, 1948-1992. Chair: Paul H. Stuart

Dozier, Krystal. (2022). I'm Staying: Exploring the Experiences of African American First-Generation College Students with Social Work Faculty and Administrators. Chair: Sebrena Jackson

Durkin, D. (2010). Changes in Emotional Well-Being and Self-Perceived Physical Health Over Time Among African American and White Male Caregivers of Older Adults. Chair: Lucinda L. Roff

Durkin, K. (2016). The Role of Self-Efficacy in Child Welfare Workers' Fetal Alcohol Spectrum disorder (FASD) Training and Practice. Chair: Josephine Pryce

Ellis, T. (2020). Poetry and Youth Adjudicated for Illegal Sexual Behaviors: A Mixed Methods Study Chair: Debra Nelson-Gardell

Flynn, S. K. (2003). Prostate Cancer in Alabama: A Comparative Analysis of African American Men in Rural and Urban Locales. Co-chairs: Josephine K. Pryce and Cassandra E. Simon

Ford, B. K. (2007). Predicting Support for Public Funding of Health Care. Chair: Lucinda L. Roff.

Fowler, M. (2016). Effectiveness of Case Management Intervention to Improve Treatment Outcomes: A Study using Secondary Data Analysis to Compare Outcomes for Juvenile Sex Offenders. Chair: Debra Nelson-Gardell.

Gabbard, W. J. (2004). Spirituality and Religiosity of Homeless Individuals: Implications for Psychosocial Rehabilitation and Mental Health Intervention. Chair: Debra M. Nelson-Gardell

Gaddis, A. (2010). Permanency Outcomes of Children in Foster Care: An Analysis for Kinship and Non-Kinship Foster Care. Chair: Debra Nelson-Gardell

Gajdosikiene, I. (2005). Understanding People in Poverty: A Study of Cultural Consensus Among Social Workers and General Population Members in Lithuania. Chair: Lucinda L. Roff

Gilbert-McElderry, C. (1996). A Comparison Study of Norplant Use Among Economically Disadvantaged Women. Chair: Durrenda Onolemhemhen

Guo, Y. (2019). A Longitudinal Analysis of Factors Associated with adherence to Preventive Pap Test Recommendations among Middle-aged American Women. Co-Chairs: Laura Hopson and Hyunjin Noh

Hao, Z. (2021). A Longitudinal Analysis of Disparities of Depression and Anxiety among U. S. Older Adults with Chronic Conditions within Different Age Groups. Chair: Nicole Ruggiano

Harris-Bragg, D. M. (2003). Alabama Families and Children in Formal Kinship Care, Informal Kinship Care, and Unrelated Family Foster Care: A Comparative Analysis. Chair: Josephine K. Pryce

Harmon, D. K. (2005). Black Men and Marriage: The Impact of Spirituality, Religiosity, and Marital Commitment on Marital Satisfaction. Chair: Debra M. Nelson-Gardell

Hitchcock, L. (2009). The Creation of Federal Services for Crippled Children. Chair: Paul H. Stuart

Holliman, D. C. (1998). Discharge Planning in Alabama Hospitals. Chair: Robert J. Teare

Holt, D. M. J. (1995). An Exploration of the Decision to Leave an Abusive Partner. Chair: W. David Harrison

Jaggers, J. (2012). The Influence of Cultural Adaptation on Depressive Symptoms Among Young Hispanic Immigrants. Chair: Gordon A. MacNeil

James, C. (2001). A Multi-dimensional Analysis of the Functioning of Families in a Family Preservation Program. Chair: W. David Harrison

Jaskyte, K (2002). Organizational Culture and Innovation in Nonprofit Human Service Organizations. Chair: William W. Dressler

Jennings, L. (2009). Aging in a Confined Place: An Exploration of Elder Inmate Health and Healthcare. Chair: Lucinda L. Roff

Jensen, L. A. (1993). College Students' Attitudes Toward Acquaintance Rape: The Effects of a Preventive Intervention Using Cognitive Dissonance Theory. Chair: Lucinda L. Roff

Johnson, M. (1994). Family Engagement Practices in Residential Child Care: A Study of Group Care Programs in North Carolina. Chair: Robert J. Teare

Kay, E.S. (2018). Healthcare Payer Type and HIV Health: A Retrospective Analysis. Chair: Brenda D. Smith

Knierim, M. (2016). State Legislator Perceptions of the Political Advocacy of Nonprofit Humans Service Organizations: An Exploratory Study. Chair: Brenda D. Smith

Lawrence, L. A. (2003). Collinsville: An Ethnographic Instrumental Case Study of Social Capital. Chair: William W. Dressler

Li, Q. 2020). Exploring Associations Between Substance Use and Adolescent Delinquency: An Ecological Perspective. Chair: Brenda D. Smith.

Li, X. (2013). Old Age Support to Parents and Parents-In-Law in Contemporary China. Chair: Ellen L. Csikai

Livingston-Murphree, K. (2004). Influence of peer mentoring on African-American adolescents' Sexual Knowledge and Behavior. Chair: Ginny T. Raymond

Lyons, M. A. (1998). Living With Post Traumatic Stress Disorder: The Wives'/Female Partners' Perspective. Chair: Lee W. Badger

Maloney, B. (2014). Psychosocial Barriers to Internet Use among Older Adults. Chair: Brenda D. Smith

Maynard, Q. (2019). Older Adults Conception of a 'Good Death'. Chair: Ellen Csikai

McCaskill, G. (2013). Validation of the Self-care Utility Geriatric African American Rating (SUGAAR) for Type 2 Diabetes. Chair: Kathleen Bolland

McKinney, R. (2018). Relationships between Social Sector Spending, Public Healthcare Spending, and Mental Health Service Use. Chair: Gordon MacNeil.

Means, H. I. (2003). Southern Rural Educational Social Settlements in the African American Community During the Progressive Era, 1890-1920. Chair: Paul H. Stuart

Newell, J. (2008) An Investigation of the Occupational Stresses Associated with Providing Direct Clinical Services to Adults Diagnosed with Mental Illnesses. Chair: Gordon A. MacNeil

Nutt, L. M. (1996). Influences on the Burden of Caregivers of Elderly Individuals with Developmental Disabilities. Chair: W. David Harrison

O'Haran, D. F. (1994). The Quality of Life of the Seriously Mentally Ill in Rural West Alabama: A Descriptive Study. Chair: Carol S. Drolen

Orgassa, U. C. (2001). Social Services for Families with Children with Developmental Disabilities: What is the Consumer Perspective? Chair: Josephine K. Pryce

Ozturk, B. (2020). Unheard Stories from Middle Eastern Immigrant Women IPV Survivors: A Qualitative Study. Chair: Debra Nelson-Gardell

Peterson, T. (2010). Perceptions of Family Involvement and Quality of Life Among Older African Americans with Mental Disorders. Chair: James Hall

Perry, A. (2008). The Role of the Extended Family in Facilitating African American, Non-Residential Fathers' Involvement. Chair: Cassandra E. Simon

Perry, T. E. (1997). The Lived Experiences of Ghanaian Women with HIV/AIDS: A Phenomenological Study.   Chair: Durrenda Onolemhemhen

Pike, C. K. (1994). Development of the Social Work Values Inventory. Chair: Robert J. Teare

Pincham-King, J. (2016). Parent Involvement in Special Education: An Investigation of Comprehensive Services, Service Satisfaction, & Race. Chair: Brenda D. Smith

Prowell, A. (2021). Resilience from a Marginalized Perspective: Towards a Culturally Responsive Construct. Chair: Javonda Williams

Rehner, T. A. (1994). Depression in Alabama Women with HIV. Chair: W. David Harrison

Samya, M. (2009). Retaining Foster Parents: Factors Influencing Retention and Attrition. Chair: Debra M. Nelson-Gardell

Scarber, D. (2006). A Validation Study of a Juvenile Sexual Offender Typology. Chair: Gordon MacNeil

Shaw, S. (2021). The Preservation of Spousal and Partner Relationships among Nursing Home Residents. Chair: Ellen Csikai

Shin, H.J. (2011). Exploring Korean Older Adults' Perceptions of and Decisions to Volunteer. Chair: Ellen L. Csikai

Smith, R. D. (1994). The Relations of Client Satisfaction to Treatment Outcomes Among Seriously Mentally Ill Patients. Chair: Charles R. Atherton

Southward, L. H. (1994). Partner Abuse and Pregnancy Outcomes: An Exploratory Study. Co-chairs: James P. Adams and Susie A. Spence

Springle, C. K. (2003). Cultural Sharing in United States Navy Families. Chair: William W. Dressler

Swindell, M. L. (2001). Individual Differences in Cognitive Stress Associated with Self-Disclosure. Chair: Josephine K. Pryce

Sun, F. (2008). Understanding Rural and Urban Differences in Formal Service Use Among Community Dwelling Older Adults. Chair: Jordan I. Kosberg

Sutton, A. (2022). Bringing Our Sisters Out of the Shadows: Unmasking the Fatal Link Between Covid-19, Intimate Partner Violence, and Intimate Femicide for Women in Alabama. Chair: Debra Nelson-Gardell

Tang, M. (2008). Cultural Values, Informal Support, and Caregiving Outcomes Among Chinese American Caregivers. Co-chairs: Jordan I. Kosberg and Ellen L. Csikai

Tang, N. (2015). The Degree of Professionalism Among Chinese Licensed Social Workers. Chair: Brenda D. Smith

Taylor, J. (2012). Social Support as a Mediator of Demographic Disparities in Contraceptive Use Among U.S. women. Chair: Cassandra E. Simon

Taylor-Hopkins, J. (2015). An Examination of Social Capital as a Delinquency Protective Factor for Youth Living in Impoverished Neighborhoods. Chair: Wesley T. Church II

Ullmer-Reed, K. (2015). The Effect of Complex Trauma on Children in the Child Welfare System-Using Mediation Analysis to Explore the Relationship Between Complex Trauma, Placement, and Behavior. Chair: Debra Nelson-Gardell

Venturini, V. (2003). Factors Contributing to the Creation of a Public Welfare Department in Mississippi during the 1930s. Chair: Paul H. Stuart

Vickerstaff, S. C. (1993). AIDS and Confidentiality When an Uninformed Partner is at Risk: The Influence of Knowledge and Level of Moral Development on a Social Worker's Decision to Breach or Maintain Confidentiality. Chair: W. David Harrison

Wang, K. (2022). Information and Communication Technology Use among Older Adults: An Investigation of Underlying Mechanisms of Connections to Cognitive Function. Chair: Brenda Smith

Weaver, C. (2010). Identifying Gendered Trajectories of Offending for a Panel of First Time Youth Offenders: Exploring the Influence of Time-Stable Covariates. Chair: Debra Nelson-Gardell

Weiss, D. (2011). Compassion Fatigue in Public Child Welfare Casework Supervisors. Chair: Gordon A. MacNeil

West-Freeman, J. (1994). Child Protective Services Workers' and Students' Attribution of Blame for Incest. Chair: W. David Harrison

Wharton, T. (2010). Exploring the Uptake of Evidence-Based Practice in Social Work. Co-Chairs: Kathleen A. Bolland and Wesley T. Church II

White-Chapman, N. (2018). Who's in, Who's Out: A Descriptive Analysis of Demographic and Contextual Factors Related to Labor Force Participation among Older Adults. Chair: Gordon MacNeil

Williams, J. (2013) Long-term Survival Among Individuals Diagnosed with End Stage Renal Disease: An Exploratory Study. Chair: Ellen L. Csikai

Womack, B.G. (2017). Qualitative Service Review as a Learning Strategy for Child Welfare Practice Improvement. Chair: Brenda D. Smith

Wimberly, J. (2012). Family Environment and Adolescents' Feelings of Hopelessness Among Low-Income, Urban African American Families. Chair: Cassandra E. Simon

Yogtiba, J. A. (1998). The Effects of Formal Services on the Provision of Informal Care Among Frail Elderly African Americans: A Study of the Substitution Hypothesis. Chair: Susie A. Spence

Young, S. R. (2016). A Grounded Theory Study of the Context of Gay-straight Alliance Formation and Maintenance in the Deep South. Chair: Laura M. Hopson

Young, T. (2015). A Constructivist Grounded Theory Study of Collaboration in Multidisciplinary Teams Responsible for Child Abuse Investigations. Chair: Debra M. Nelson-Gardell

APPENDIX C

School and University Policies

School policies relevant to students follow; University policies especially relevant to PhD students are available at the links on page 64. Students are encouraged to familiarize themselves with these policies. Students are also expected to follow the Capstone Creed (https://sa.ua.edu/about/the-capstone-creed/) and the Code of Conduct (https://studentconduct.sa.ua.edu/code-student-conduct).

School of Social Work

Professional Preparedness Review Policy

Policies and Procedures for Evaluating Students' Professional Preparedness

Members of the School of Social Work community have an obligation to the social work profession to make reasonable efforts to ensure that graduates of its professional programs are emotionally and ethically prepared for the demands of ethical practice. This duty is consistent with the Code of Ethics of the National Association of Social Workers (2.09, 2.10 and 2.11) and with the objectives of our academic programs that require students to "understand the value base of the profession and its ethical standards and principles and practice accordingly."

Therefore, the appropriate program director will consult with any student in his/her respective program who (a) exhibits "impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties" that is deemed by that program director likely to interfere with social work practice effectiveness, or (b) who engages in other behavior proscribed by the National Association of Social Workers. The program chair will (if appropriate) make reasonable efforts to assist the student in resolving behavioral concerns regarding the student's ability to practice effectively and responsibly in the social work profession.

The results of this student/program director consultation may include:

a) a determination that the alleged behavior does not constitute an ethical violation or impairment serious enough to interfere with practice effectiveness;
b) the development of a plan for remediation of the behavior while the student continues in the social work program;
c) the student's temporary withdrawal from the social work program; or
d) the student's indefinite withdrawal from the social work program.

Procedures

1. Members of the School of Social Work community having credible knowledge of a student's possible ethical violations and/or impairment serious enough to interfere with the student's practice effectiveness are expected to act on that knowledge. Any member of the School of Social Work who believes that a student has possibly violated the NASW Code of Ethics or has engaged in any activity that is likely to interfere with social work

practice effectiveness is encouraged to first directly interact with the student at issue concerning the conduct in question.

2. Upon completion of the direct interaction regarding the potential violation that person is to present pertinent information to the program director in a signed, written statement. This statement should present a thorough description of the violation being alleged, including specification of the behavior, sources of information and if applicable the relevant standard(s) in the NASW Code of Ethics that is in question.

3. Within two academic work weeks of receiving the statement the program director will notify the student and his/her academic advisor, in writing, of the allegations. The program director will provide the student and his/her advisor with a summary of the concerns, the NASW Code of Ethics standard in question, as well as the name of the source of information to the student alleged to have problems.

4. The program director will convene a meeting with the student and his/her advisor to discuss and evaluate the allegation(s) and, if necessary, agree on a resolution of the concern(s). If the agreed-upon resolution specifies a need for remediation, a written plan of remediation will be prepared and (if the student agrees) will be signed and dated by the student, the advisor, and the program director. The remediation plan will be explicit with stated criteria and deadlines for assessing its success or failure. The program director will monitor compliance with the plan.

   If the resolution specifies a temporary or indefinite withdrawal from the social work program, the written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the readmission policy, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

5. All files and documents related to evaluations of students' professional preparedness will be confidentially maintained in the office of the registrar in the School of Social Work and will be available only to those individuals with a legitimate job-related need to know, including but not limited to the program director, the student, and his/her academic advisor.

6. If the student does not agree that there is a problem or does not agree with the written remediation plan, the student may request that the program director convene a Hearing Panel to consider the issues raised and recommend a resolution. The student's request must be submitted within 10 working days of the date the written plan was discussed and shared with the student.

7. The Hearing Panel will consist of three full-time faculty members: one faculty member (excluding the student's academic advisor) to be selected by the student, one selected by the program director, and the third to be selected by the first two faculty members.

8. The Hearing Panel will conduct a hearing that addresses factual matters concerning the student's alleged behavior and/or inappropriate conduct. The student may invite one

adviser of his or her choice to the hearing. The student is responsible for presenting his or her own case, and, therefore the adviser is not permitted to speak or participate directly in the hearing.

9. The panel may make one of four determinations:

   a) The student will be encouraged to continue in the program.
   b) The panel will affirm the original remediation plan.
   c) The panel will develop its own remediation plan.
   d) The student will be required to withdraw, either temporarily or indefinitely from the program for reasons stated in writing. The written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the readmission, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

   The determination will be written and signed and dated by all Hearing Panel members. There is no right to an appeal from or further review of the determination of the Hearing Panel.

10. The program director will implement the decision of the Hearing Panel.

University of Alabama

Academic Grievance Policy: https://studenthandbook.sa.ua.edu/academic-policies/.

Academic Misconduct Disciplinary Policy: https://provost.ua.edu/academic-misconduct/.

Harassment Policy: https://eop.ua.edu/harassment.html.

Appendix D

PROCESSES AND BENCHMARKS IN THE PHD PROGRAM

* Form available at: https://socialwork.ua.edu/current-students/ ** Form is on the Graduate School website: https://graduate.ua.edu/current-students/forms-students/				
	EVENT	**PRIMARILY RESPONSIBLE**	**TIME PARAMETERS**	**HANDBOOK SECTION**
	Initial Advisor Assignment	PhD Program Director	Upon acceptance to PhD Program	IV
	Select Advisor	Student	Ideally, by end of Year 1	
	Meeting with Advisor	Student	At least once per semester	IV
	Completion of Course Work	Student, Advisor	Customarily, 2 to 2.5 years after admission	VII
*	Independent Study Proposal and Request Form (for SW 660 and SW 698)	Student	No later than the last day of the semester previous to add a course for the relevant semester.	VII
*	Submission of Annual Review Form	Student, Advisor	Initiate in student's first semester of enrollment; update each Spring semester	VI
	Outline of PhD Program Plan of Study	PhD Program Director	By the end of year 2	
	Doctoral Admission to Candidacy Form	PhD Program Director	Upon pass of Comprehensive Exams	VI

Comprehensive Exams				
	Notify PhD Program Director of intention to take exams by the designated deadline (Each semester a deadline, along with a form, will be issued for students planning to take the exams at the end of the semester.)	Student	When completion of required course work is imminent	IX
	Take Comprehensive Exams	Student	Upon completion of required course work (Ideally by end of Fall Semester Year 3)	IX

	Dissertation			
	Select Dissertation Committee Chair	Student, Advisor	Year 2	X
	Select Dissertation Committee Members	Student, Dissertation Chair	Years 2 and 3	X
**	Complete online Appointment/Change of Dissertation Committee Form https://graduate.ua.edu/current-students/forms-students/td-committee/	Student, Dissertation Chair	Ideally before Comprehensive Exams, but definitely upon passing Comprehensive Exams.	
	Notify PhD Program Director and PhD Program Assistant of upcoming Dissertation Proposal Defense time, date			
	Dissertation Proposal Defense Preparation (room reservation and equipment)			
	Dissertation Proposal Defense	Student, Dissertation Chair	At least three weeks before proposal defense date	X
	Notification of successful Dissertation Proposal Defense to PhD Program Director and Student; copy of successfully defended proposal provided to PhD Program Director	Student, PhD Program Assistant	A student should successfully defend the dissertation proposal within one calendar year of the comprehensive examination.	X
		Student, Dissertation Committee	Copies of the dissertation proposal, must be provided to all committee members at least two weeks in advance of the oral defense.	X
		Dissertation Chair, Student	No more than 4 weeks after successful proposal defense.	X

	Notify PhD Program Director and PhD Program Assistant of upcoming Dissertation Defense	Student, Dissertation Chair	At least four weeks before the date of the defense.	X
	Dissertation Defense Preparation (date, room, equipment, etc.)	Student, PhD Program Assistant		X
	Notification to the PhD Program Director of successful Dissertation Defense	Dissertation Chair		
	Complete Dissertation Committee Acceptance Form	PhD Program Director initiates after Dissertation Chair notifies Director		
	Electronic submission of Dissertation for Graduate School Review through ProQuest/UMI submission portal: http://services.graduate.ua.edu/etd/	Student	See Graduate School Deadlines for current semester: https://graduate.ua.edu/current-students/student-deadlines/	X
**	Submit Publication Form for Electronic Thesis or Dissertation: http://services.graduate.ua.edu/etd/	Student		
	Submit Certificate of Completion of the NORC Survey of Earned Doctorates Questionnaire http://sed.norc.org/showRegister.do	Student		
**	Graduation Application https://registrar.ua.edu/graduation/	Student, Registrar	See the relevant Academic Calendar for deadline https://registrar.ua.edu/academiccalendar/	X

2022-2023 ACADEMIC CALENDAR

Fall 2022

August 17	Classes Begin for Full Term
August 24	Last day to add a course or drop a course without a grade of "W" for the Fall full-term
August 25	Registration Begins for Fall 2
September 05	Labor Day (UA closed)
September 19	Classes Begin for Fall 2
October 07	Degree Application Deadline Last day to submit degree application online through myBama. Only after petition and approval by the student's college will an application be accepted after the published deadline. If approved, the student will be assessed a $25 non-refundable late fee in addition to the graduation fee.
October 24	Registration for Spring 2022 Begins
October 26	Last Day to Drop a Course with a Grade of "W" for Fall full-term. This is a student's last opportunity to drop a course. Drops after this date must be approved and processed by the student's college
November 21	Classes Dismissed – Thanksgiving (UA offices open)
November 24 – 25	Classes Dismissed – Thanksgiving (UA offices closed)
December 02	Last day to withdraw from the term. This is the last day students have to withdraw from the term (all classes) without requiring approval from the student's college Dean's office.
December 02	Classes End
December 05-09	Final exams
December 10	Fall Commencement
December 13	Final Grade Entry Deadline (11:59 PM)

Spring 2023

January 04	UA Offices resume normal business hours
January 11	Classes begin
January 16	Classes dismissed – Martin Luther King, Jr. Day (UA offices closed)
January 18	Last day to add a course or drop a course without a grade of "W" for Spring full-term
March 03	Degree Application Deadline.
March 10 – March 19	Spring Holidays (UA offices closed) Spring Holidays begin at 5:00 p.m. on Friday, March 10th.
March 27	Registration for Summer and Fall 2022 begins Summer and Fall 2021 registration time assignments will be available by March 1, 2021.
March 29	Last day to drop a course with a grade of "W" for Spring Full Term This is the student's last opportunity to drop a course. Drops after this date must be approved and processed by the student's college.
April 03-April 07	Honors Week
April 07	Classes dismissed – Honors Day (UA offices open)
April 21	Last day for all examinations and extended assignments. The week immediately preceding the final examination period each semester is reserved as a time in which students may concentrate on completing course work and preparing for final examinations. As such, The University prohibits all other examinations and extended assignments during that week.
April 28	Last day to withdraw from the Spring Full/Spring 2 Terms This is the last day students have to withdraw from the term (all classes) without requiring approval from the student's college Dean's office.
April 28	Classes End for Full Term and Fall 2
May 01 – May 05	Final Exams
May 05 – May 07	Spring Commencement Please visit the Commencement website for more information.
May 09	Final Grade Entry Deadline (11:59)