

STUDENT
HANDBOOK

PH.D. OF SOCIAL WORK





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FROM THE

Director

Natalie Pope, Ph.D., MSW

“Congratulations on your enrollment in the University of Kentucky’s (UK) College of Social Work (CoSW) Ph.D. program!”



Congratulations on your enrollment in the University of Kentucky's (UK) College of Social Work (CoSW) Ph.D. program! On behalf of Dean Jay Miller, Associate Dean for Academic Affairs Matt Moore, CoSW faculty and staff, and other members of the CoSW community, I am thrilled to welcome you into our vibrant, dynamic learning community.

As Kentucky's flagship institution, the UK plays a vital role in promoting pluralism of thought and methods, economic development, and human well-being throughout the state, and beyond. Likewise, CoSW is wholeheartedly committed to the people and social institutions throughout Kentucky, the nation, and the world. Our Ph.D. program is an outgrowth of this commitment.

In this program, you will move through a sequenced set of courses that will prepare you for careers in research and university-level teaching. This coursework, along with mentored teaching and research opportunities, will help you develop as a scholar, researcher, and educator.

Please know that CoSW looks forward to sharing the Ph.D. journey with you. In preparation for that journey, I ask that you familiarize yourself with the contents of this handbook. The information contained in this handbook will help orient you to policies and procedures associated with the UK Ph.D. program. Students should consult the [Graduate Catalog](#), their academic advisor, or the program director if they have further questions about any of the topics addressed.

Should you have any questions, comments, or concerns, please don't hesitate to contact me. You can reach me via email at Natalie.Pope1@uky.edu. You can also reach out to the CoSW Graduate Advisor, Mason Stewart, at mdstew5@uky.edu.

Again, I want to welcome you to the CoSW community and I wish you success in your academic pursuits!

A handwritten signature in cursive that reads "Natalie D. Pope".

Natalie D. Pope, Ph.D., MSW

Associate Professor and Ph.D. Program Director

INSTITUTION OVERVIEW

About the University of Kentucky

The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the University plays a critical leadership role by fostering diversity, inclusion, economic development and human well-being.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research
- Expands knowledge through research, scholarship and creative activity
- Serves a global community by disseminating, sharing and applying knowledge

The University contributes to the economic development and quality of life within Kentucky's borders and beyond, nurturing a diverse community characterized by fairness and equal opportunity.

To learn more about the University of Kentucky, visit <https://www.uky.edu/>.

About the College of Social Work

For over 85 years, the College of Social Work (CoSW) has been a leader in social work. Our mission is clear: through rigorous research, excellence in instruction, and steadfast service, the CoSW works to improve the human condition. Always, in all ways.

Unequivocally, that mission is actualized through our deeds.

CoSW faculty are renowned academicians steadfastly focused on ensuring that graduates from any one of our [seven academic degree programs](#) are ready to tackle contemporary social problems. At CoSW, we foster an unparalleled academic experience aimed at developing critical thinkers; inquisitive, life-long learners, and advanced social work clinicians, educators, and leaders.

In addition to our unique academic programming, CoSW is home to [six research centers and labs](#). Researchers, program evaluators, and students work on cutting-edge initiatives in a variety of substantive areas, including child welfare, advanced clinical practice, substance use, military behavioral

health, gerontology, inequality and social justice, poverty, leadership, health disparities, self-care and wellness, and suicide, among others.

For more info about CoSW, visit <https://socialwork.uky.edu/>. For information about the Ph.D. program, email natalie.pope1@uky.edu, call (859) 257-6650 or text PH.D. to 31996



PERSONNEL

Administrative Faculty

The Ph.D. Program Director in the CoSW is Dr. Natalie Pope. The director is responsible for the implementation of College doctoral programs. For the Ph.D. program specifically, Dr. Pope provides oversight of student recruitment and enrollment, coordinates among program faculty, schedules courses, and selects course instructors, coordinates with the Graduate School, and engages in ongoing program evaluation and curriculum review.

The administrative faculty of the College of Social Work are as follows:

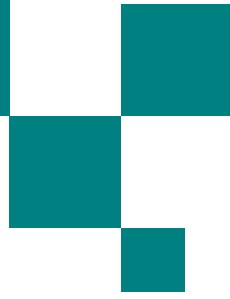
Justin “Jay” Miller, PhD, MSW	Dean, College of Social Work	justin.miller1@uky.edu
Matt Moore, PhD, MSW	Associate Dean for Academic & Student Affairs, Director of Graduate Studies	mattmoore@uky.edu
Jacquelynn (Jackie) Duron, PhD, MSW	Associate Dean for Faculty Advancement	jackie.duron@uky.edu
Natalie Pope, PhD, MSW	PhD Program Director	natalie.pope1@uky.edu
Laura Escobar-Ratliff, DSW, MSW	DSW Program Director	Laura.escobar-ratliff@uky.edu
Amanda Brown, PhD, LCSW	MSW Program Director	ad.brown1@uky.edu
Shelita Jackson, DSW	Director of BASW Undergraduate Studies	shelita.jackson@uky.edu
Stephanie Ratliff, MSW, PhD	Assistant Director of Field Education	stephanie.ratliff@uky.edu
Victoria Collins, PhD, MA, LLB	CJ Program Director	victoria.collins1@uky.edu

Support Staff

Below is a list of College support staff who PhD students are most likely to interact with during their time in the program. A complete list of CoSW support staff is located on our website.

Mason Stewart	Graduate Advisor	mdstew5@uky.edu
Gary Trumble	IT Manager	trumble@uky.edu
Ray Dowd	Academic Coordinator/ Senior Data Analyst	rdowd0@email.uky.edu
Xana Plum	Executive Assistant to Dean Jay Miller	xana.plum@uky.edu

PH.D. OF SOCIAL WORK PROGRAM



The doctorate represents the highest level of academic aspiration and achievement. The UK College of Social Work prepares Ph.D. graduates for careers in research and university-level teaching. Through classroom instruction and close collaboration with nationally and internationally recognized faculty, our Ph.D. students immerse themselves in the crucial work of advancing the knowledge base of the social work profession.

The Ph.D. program prepares students to have the knowledge and requisite skills to critically investigate existing social work research and knowledge, develop theory-informed research questions, and design and implement sound research studies that can be used by social work educators, practitioners, administrators, and policymakers. We strive to provide students with hands-on research experiences where they work closely with faculty mentors who are leading experts in military social work, suicide, self-care, and child welfare. Our faculty also have expertise in gerontology, rural social work practice, trauma, and social work regulation.

Our students take courses in theory analysis and construction, research design, quantitative and qualitative methods, and policy analysis. Through coursework in these domains, as well as the milestones of the Preliminary and Qualifying Examinations, and dissertation development, students develop the capacity for scholarly inquiry and action that are the foundations for creative, independent, and meaningful scholarship. The successful completion of the Ph.D. dissertation represents the capstone achievement that launches students toward their post-doctoral roles as researchers, educators, and policy experts. The College's doctoral program continues to develop graduates who can meet the complex intellectual and scientific challenges facing the profession and society.

In addition to research training, the program also offers coursework and mentored teaching experience to develop and strengthen students' skills as social work educators.

The University of Kentucky is the Commonwealth's Flagship University. It offers a world class research infrastructure, and the opportunity for doctoral students to work collaboratively with renowned researchers from a broad range of academic disciplines. Our students work with faculty from education, public health, family science, gerontology, and psychology.

Ph.D. Program Mission

The purpose of the Ph.D. in social work is to prepare students to be “stewards of the discipline”, which according to the Carnegie Initiative on the Doctorate means to generate and critically evaluate new knowledge, preserve the most significant ideas and findings that serve to undergird the discipline, recognize how knowledge is transforming the discipline and the world at large, and ethically communicate this knowledge to others (Walker et al., 2008 as cited in GADE, 2013).

Through training in the areas of research methods, theory, policy, and pedagogy, graduates of the Ph.D. Program are prepared to generate, disseminate, and conserve the knowledge that informs and improves professional practice. Through individual study (i.e., electives, research/ teaching practica), students can tailor their educational experience to gain the knowledge and/ or methodological skills specific to addressing their area of interest. Students’ areas of scholarship should stem from the mission and purpose of the profession: “to enhance human well-being and help meet the needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (NASW Code of Ethics, 2017).

Some of the university-based opportunities for developing the required skills are the core and individualized study courses, professional and research seminars, exposure to and participation in the ongoing research and service projects of CoSW faculty and staff and co- and lead teaching in the baccalaureate and master’s programs.

In sum, graduates should become scholars who make significant contributions as researchers and educators, and thereby advance the profession, academia, and the public good.

Ph.D. Program Objectives

The Ph.D. program is designed so that students will attain knowledge and skills associated with:

1. A social problem that is addressed in the dissertation
2. Theories that underlie interventions and approaches to the social problem
3. Empirical research methodology, statistics, and other analytic techniques
4. Effective approaches to teaching and mentoring future social workers
5. Expertise in a particular interest area
6. Creating publishable research and making

scholarly contributions to the profession

Evidence of reaching these objectives is assessed via class assignments, research/ teaching practica, the Preliminary and Qualifying Exams, students’ self-evaluations, and the dissertation. Through training in the above areas, graduates of the Ph.D. Program are prepared to generate, disseminate, and conserve the knowledge that informs and improves professional practice.



CURRICULAR OVERVIEW AND STRUCTURE

Curriculum Overview & Structure

The minimum requirements for the Ph.D. include:

- Core Curriculum - 29 credit hours
- Individualized Plan of Study - 15 credit hours
 - 9 credit hours - Individualized Study (elective courses selected in consultation with advisor)
 - 6 credit hours - Research/Teaching Practica (students can do either 2 research practica or one of each)
- Preliminary exam – Systematic Literature Review
- Dissertation Research Residency – (at least) 4 credit hours (*see note below)

*NOTE: Students are required to register for SW 767 a minimum of twice (two credits each time) to meet the Graduate School's dissertation research residency requirement. As of May 2024, the Graduate School has determined that students cannot register SW 767 until they have successfully passed their Qualifying Exam (i.e., dissertation proposal). You

must be registered for 767 in the semester you defend your dissertation. Students generally do not defend during breaks between semesters. The language of the "Qualifying Exam" is used by the Graduate School and refers to the dissertation proposal defense. The Preliminary Exam is not a requirement of the Graduate School but is a CoSW requirement; students must complete the Preliminary Exam (i.e., systematic literature review), before moving ahead to the Qualifying Exam/ dissertation proposal.

Core Curriculum

The pedagogical mission of the Ph.D. core curriculum is to help students understand, apply, and implement the most up-to-date and effective analytic tools available from the human, behavioral, and social sciences to meet the challenges facing the doctoral-level researcher, teacher, and practitioner. The sequencing of the course work moves the student from foundational principles and analytic skills necessary for scientific research to the application of specific research design and statistical methods necessary for the design and implementation of specific projects. Three courses focus on theory development, five

on the mastery of research and statistical approaches, one on the theory and methodology of teaching; and two professional seminars introduce the students to the professional development, research, and service-related activities of social work scholars and faculty.

Individualized Plan of Study

The Ph.D. curriculum is designed so that students can pursue areas of academic study unique to their distinctive areas of interest. Students' areas of interest, as well as their career goals, should inform the development of a coherent plan of study (along with input from the student's advisors). Coursework beyond the core curriculum is largely individualized according to each student's career and educational goals, as well as their dissertation topic/method.

Students developing their individualized plans of study can select from a range of graduate courses and/or initiate independent studies (up to 6 credit hours) for a minimum of 9 credit hours. Considerations for students in selecting graduate courses should include the following:

- Methodological skills such as coursework in advanced statistical methods (e.g., ...) or research design (e.g., survey development, qualitative case study, program evaluation)
- Theory/ theories of relevance to the social problem being addressed in the dissertation
- Content knowledge related to the topic of study in the dissertation and/ or population of interest (e.g., gerontology and older adults, special education policy, etc.)

Students making plans to compete an independent study (SW 780) need to 1) find a faculty member willing and able to mentor them/ be the instructor of record, and 2) articulate a clear plan (in consultation with the student's advisor and/ or SW 780 instructor) for the focus and deliverables of the independent study. Examples of how an independent study might be designed to move the student forward in terms of dissertation preparation include:

- Design and conduct a pilot/ exploratory study that might lead to a manuscript publication or dissertation proposal
- Design and conduct a systematic review the literature (with the outcome being a publishable, journal-length review of the literature)

- Collaboration with a faculty member on research to acquire experience/ expertise in a certain methodology via mentoring

While one or two independent studies may be approved by the Doctoral Program Director if they are substantial endeavors, in NO instance shall all nine hours be of the individualized plan be met by independent studies. When taking an independent study course (SW 780), you must notify the Director of the Doctoral Programs if you register for SW 780 as this must be linked in the Registrar's Office with a specific faculty member.

Students are encouraged to look both within, **and beyond** the College of Social Work, for relevant coursework and faculty mentorship to move them forward towards dissertation and graduation. Faculty from across the university offer expertise in areas that could align with social work students' areas of interest and include education, public health, family science, gerontology, and psychology. Many students develop meaningful relationships with faculty *outside* of social work who are knowledgeable and have an interest in the same social problem.

The last area of students' individualized plan of study involves a supervised research practicum and a teaching practicum related to a chosen area of study OR 6 hours in either research or teaching practice.

Students with their advisors' assistance will begin developing their individualized curricula plans during their first year in the program. They will consider ways to obtain mastery of their learning goals through in-depth comprehensive explorations of areas through independent studies and regularly scheduled graduate courses.

It is expected that research or teaching practica and independent studies will require substantial academic interaction between the student and faculty during which substantive dialogue around the agreed-upon content areas will occur. These courses will involve the review of a cohesive body of literature mutually agreed upon by the faculty advisor and the student. Independent studies should culminate in at least one written product of publishable quality. The requirements that must be met for an independent study course are shown in the **Appendices**. These agreements must be developed by the student and faculty member before the independent study will be approved by the PhD Program Director. ■

Below is a list of scholarly publications based on teaching activities (some from our students); these publications should give you an idea of manuscripts that could result from teaching practicums:

Engelhardt, E., Reynolds, A., Eubank K., & Royse, D. (2024) Students-teaching-students: An instructional method for increasing student engagement in undergraduate social work courses. *Social Work Education*, <https://doi.org/10.1080/02615479.2024.2304235>

Otachi, J.K., & Benner, K. (2020). Social work students' perspectives on understanding and addressing research anxiety. *Perspectives on Social Work Journal*, 15(3), 3-12.

Richter, R. (2014). Engaging MSW students in policy advocacy practice: A sample assignment inspired by the Grand Challenges Initiative. *Perspectives on Social Work*, 14(2), 30-42.

Robinson, M. A., & Izlar, J. (2020). Opportunity beckons: A case for community practice within the classroom. *Journal of Community Practice*, 28(1), 1-11.

Below are some scholarly publications (some from our students); these publications should give you an idea of manuscripts that could result from independent studies or research practicums:

Rai, A., Choi, Y.J., & Khandare, L. (2019). State of domestic violence content in MSW curriculum in the U.S. *Perspectives on Social Work*, 13(2), 15-27.

Eisenbaum, E., Womack, R., Dahl, K., Sheppard-Jones, K., Singleton, P., Moseley, E., & Espinosa Bard, C. (2022). Serving clients with developmental disabilities in clinical practice: utilizing a universal design framework. *Social Work in Mental Health*, 20(4), 418-431. [doi:10.1080/15332985.2021.2023935](https://doi.org/10.1080/15332985.2021.2023935)

Frey, L.M., & Cerel, J. (2015). Risk for suicide and the role of family: A narrative review. *Journal of Family Issues*, 36(6), 716-736. [doi:10.1177/0192513X13515885](https://doi.org/10.1177/0192513X13515885)

Latimer, A., Pope, N.D., & McFarlin, J. (2019). "I just feel like I always did": Inotropic dependency at end of life. *American Journal of Hospice and Palliative Medicine*.

Gibson, A., Pope, N.D., Loeffler, D.N., *Ratliff, S.H., & *Engelhardt, E.C. (2023). Identifying aging adults' housing preferences: An Age-Friendly Community initiative. [Special Issue: Understanding Contemporary Issues in Seniors' Housing] *Journal of Gerontological Social Work*, 66(1), 43-63. <https://doi.org/10.1080/01634372.2022.2113490>

Table 1: Program Plan for Full-Time Students (with a suggested 4-year completion plan)

Year 1

Fall Semester 1

Spring Semester 1

SW 772: Introduction to Qualitative Methods	3	Statistics II (EPE 660)	3
Statistics I (EPE 558)	3	SW 790: Teaching & Learning Seminar	3
SW 782: Analysis of Social Welfare Problems	3	Elective I	3
SW 785: Professional Seminar I	1	SW 786: Research Practicum OR SW 787: Teaching Practicum (1st practicum)	3

Year 2

Summer

SW 786: Research Practicum OR SW 787: Teaching Practicum (optional summer enrollment)	3
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Fall Semester 2

Spring Semester 2

SW 770: Research I	3	SW 771: Research II	3
SW 781: Human Behavior & Change Theories	3	SW 783: Theory Development in Social Work	3
Elective II	3	Elective III	3
SW 786: Research Practicum OR SW 787: Teaching Practicum (2nd practicum)	3	SW 785: Professional Seminar II	1

Year 3

Summer

Students work on their systematic literature review (pre-qualifying exam)

Fall Semester 3

Spring Semester 3

SW 757: Qualifying Exam Residency Credit (develop and/ or defend dissertation proposal)	2	SW 788: Research in Social Work Seminar	3-9
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Year 4

Fall Semester 4

Spring Semester 4

SW 767: Dissertation Research Residency	2	SW 767: Dissertation Research Residency	32
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Note: *Students who come in with low GRE scores in Quant may be advised to start in EPE 557 before taking EPE 558. EPE 557 would then count towards their elective credit.

Table 2: Program Plan for Part-Time Students (with a suggested 5-year completion plan)

Year 1

Fall Semester 1

Spring Semester 1

SW 772: Introduction to Qualitative Methods	3	Statistics I (EPE 558)	3
SW 782: Analysis of Social Welfare Problems	3	SW 790: Teaching & Learning Seminar	3
SW 785: Professional Seminar I	1		

Year 2

Summer

SW 786: Research Practicum OR SW 787: Teaching Practicum (optional summer enrollment) OR Elective	3
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Fall Semester 2

Spring Semester 2

SW 781: Human Behavior & Change Theories	3	SW 771: Research II	3
SW 770: Research I	3	Elective I	3

Year 3

Summer

SW 786: Research Practicum OR SW 787: Teaching Practicum (optional summer enrollment) OR Elective	3
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Fall Semester 3

Spring Semester 3

Statistics II (EPE 660)	3	SW 783: Theory Development in Social Work	3
Elective II	3	Elective III	3
		SW 785: Professional Seminar II	1

Year 4

Summer

Students work on their systematic literature review (pre-qualifying exam)

Fall Semester 4

Spring Semester 4

SW 757: Qualifying Exam Residency Credit (develop and/ or defend dissertation proposal)	2	SW 788: Research in Social Work Seminar	3-9
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Year 5

Fall Semester 5

Spring Semester 5

SW 767: Dissertation Research Residency	2	SW 767: Dissertation Research Residency	2
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Total Hours: 48 - 59

Note: *Students who come in with low GRE scores in Quant may be advised to start in EPE 557 before taking EPE 558. EPE 557 would then count towards their elective credit.

Course Descriptions

SW 781: Human Behavior and Change Theories in Social Work Practice

- Explores the nature of knowledge, how it is generated and acquired. Students will distinguish explanatory from practice theory, understand paradigms as bases for ideas, recognize and formulate concepts, understand relational statements, and theoretical statements, and how these relate to theory and data. Strategies for building knowledge will be discussed. Students will analyze theories into their components, construct mini-theories, and propose how they can be tested in social work practice.

SW 782: Advanced Analysis of Social Welfare Problems

- This course provides students with a theoretical and conceptual framework for understanding social problems and their implications for macro social work practice. Critical perspectives related to social science theory are identified, assumptions assessed, values examined, and empirical evidence analyzed. Theories covered will be drawn from sociological, socio-cultural, political, economic, historical, and other perspectives. Students are expected to develop their abilities to analyze and critique social problems and macro social work practice.

SW 783: Theory Development in the Social Work Profession - The course focuses on the relationship

between theory and research, with particular attention to how theories are constructed, how they evolve, and how they can inform different types of inquiry and research designs.

SW 770: Social Work Research I - This course focuses on the role of research in the profession, the logic of research, the major strategies and techniques for conducting research in social work settings, and the preparation of a research proposal. This is the first of a two-course sequence with a primary focus on quantitative methods.

SW 771: Social Work Research II - In this second of two required research methods courses, students will conduct and report on the quantitative research project proposed in the first semester. They will also conduct a meta-analysis, test a research instrument's reliability and validity, conduct an exercise using qualitative methodology, and explore large public databases.

EPE 558: Gathering, Analyzing, and Using Educational Data II - The course covers applications of statistical and graphical methods for educational and evaluation data. Topics to be covered include descriptive statistics, correlation, normal distributions, hypothesis testing, regression, ANOVA, and power. General goals include: developing an understanding of statistical concepts, improving reasoning and critical thinking skills, and preparing for more advanced quantitative courses. Students will gain valuable statistical

computing skills via stats software.

SW 772: Introduction to Qualitative Methods

- The purpose of this course is to introduce students to the fundamental concepts, language, design, and implementation of qualitative research.

SW 757: Qualifying Exam Residency Credit - Residency credit for preparing and taking the qualifying examination. Students may register for one semester of this course in anticipation of completing the qualifying examination during the semester.

SW 767: Dissertation Residency Credit - Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination.

EDP/EPE 660: Research Design & Analysis in Education - This is a statistics-oriented course that focuses on various aspects of regression analysis (general and generalized linear models). Topics to be covered include, but are not limited to, simple correlation and regression, multiple regression (with and without interaction/moderation terms, with/without nonlinear terms, contrast variable coding for categorical predictors, nested model comparison for hierarchical regression, etc.), regression diagnostics (outlying and influential cases identification and assessment, collinearity evaluation, residual analysis, etc.), logistic regression (with a comparison of the logit model

with other commonly used classification models like probit model, decision tree model, etc.), among other things.

SW 775: Proseminar in

Social Work Research I - This seminar introduces beginning doctoral students to the research activities of social work faculty and advanced students and provides an orientation to the Ph.D. program. Presentations and discussions will familiarize students with practical issues in the conceptual development and conduct of current research and provide practical knowledge related to developing a dissertation committee, the Preliminary Exam, teaching for the College, choosing a specialty area, etc.

SW 785: Proseminar in

Social Work Research II - This seminar introduces beginning doctoral students to the research activities of social work faculty and advanced students and provides an orientation to the Ph.D. program. Presentations and discussions will familiarize students with practical issues in the conceptual development and conduct of current research and provide practical knowledge related to developing a dissertation committee, the Preliminary Exam, teaching for the College, choosing a specialty area, etc.

SW 790: Seminar in

Teaching & Learning - Students will facilitate seminar sessions drawing upon educational theory and relevant literature, create syllabi, observe each other teaching, and develop papers elucidating their grading practices and philosophy of teaching.

SW 786: Doctoral Research

Practicum (3-6 hrs) - Provides the doctoral student opportunity to conduct social work research under the supervision of a chosen faculty member. This experience is expected to result in one or more reports suitable for submission to a scholarly journal at conclusion of the practicum. Prereq: Completion of first year of doctoral study.

SW 787: Doctoral Teaching

Practicum (3-6 hrs) - Supervised teaching and other classroom experiences designed to prepare doctoral students to be social work educators. Prereq: Completion of first year of doctoral study.

SW 788: Research in Social

Work Seminar (3-9 hrs) - This course is intended to facilitate the student's completion of the dissertation proposal and to inaugurate the students to the dissertation phase of the curriculum. This course counts as variable credit from 3 to 9 credit hours; repeatable for up to 9 credit hours.

Transfer Credit Policy

Students may request a total of 9 hours be transferred into the Ph.D. program. The transferable hours include all post-MSW coursework (Ph.D. or DSW) taken at another regionally-accredited university or as a student in another graduate program at the University of Kentucky. Under no circumstances can work experience count towards the degree instead of coursework. Courses could only be accepted if they are deemed to have similar content to CoSW Ph.D. courses. To request transfer

credit, the student should submit a request to the program director, along with a syllabus from the course.

The following rules also apply to credit transfer:

- Course credits applied toward a previously awarded graduate degree cannot be transferred.
- Course credits must have been completed no more than 10 years prior.
- Transfer of independent work, research, thesis, or dissertation credit is not permitted.
- Short courses lasting fewer weeks than the number of credits may not be transferred.
- A student must have been in graduate status at the time the courses were taken for the courses to be transferable.
- A student must be in good academic standing at the time of transfer.
- Only courses assigned a B grade or better can be transferred.

PRELIMINARY EXAM/ PRE-QUALIFYING EXAM (EVIDENCE SYNTHESIS)

As of January 2019, the Preliminary Examination (which is a CoSW requirement for Ph.D. students) has been changed to a systematic review with an oral defense. Students typically prepare for/ write the Preliminary Examination during the summer after they complete their coursework.

The Preliminary Examination process is designed to assess critical and analytical thinking as well as student assimilation of course content in preparation for the final stage of doctoral education. The exam process offers another opportunity for students to work with faculty on a meaningful intellectual product that may result in a publication for the student and faculty as co-authors. At a minimum, the Preliminary Exam process is designed to develop the student's expertise and knowledge as a scholarly contributor to the profession, while at the same time showcasing what the student has learned from their course work. Faculty will evaluate student preparedness to move on to the dissertation phase based on the successful completion of

their coursework and the production of a systematic literature review.

The Preliminary Examination process consists of three stages:

1. Preparation of an outline for a systematic review manuscript
2. Development of the systematic review
3. Oral defense of the systematic review

Matriculation to SW 757: Qualifying Exam Residency is contingent upon successfully passing all three stages of the Preliminary Examination Process and completing all required coursework.

Stage 1: During the spring semester of their final year of coursework (in conjunction with SW 785), students will form a preliminary exam committee; a 'chair' of the systematic review committee must also be designated. This 3-person advisory committee must be formed by the 1st week of March (during the spring semester in the final year of coursework). By the end of the spring semester, the student must have met with their systematic

review committee and filed paperwork (with the program director) to document the meeting and approve the outline for their systematic review.

The Chair will read and provide feedback to the student on the initial outline; the Chair may ask for additional details to be supplied. The student may be permitted to proceed with the initial plan. The members of the committee reviewing the systematic review do not have to be the same faculty who are serving on the student's Dissertation Committee. The choice of other committee members is completely up to the student; the student may discuss this issue with the chair. One member of the three committee members may come from outside of the College. Once the outline has been approved, the student should not expect regular meetings or feedback from faculty members regarding the project over the summer. In other words, there is to be no handholding. The end product is students' opportunity to showcase what they are capable of doing as an independent academic.

Before developing an initial topic and outline, students are advised to read several

systematic reviews to get a sense of the expectation for this effort and read at least the resource documents referenced below with links (e.g., the PRISMA Statement, and the Preferred Reporting Items for Systematic Reviews) – Appendices D - G.

The student's initial outline (3 to 5 pages) will be developed in consultation with their systematic review committee and cover, at a minimum, the headings and points listed below although the chair may ask for additional information.

- Title:
- Introduction: Provide an introduction including a) background/context of the problem, b) rationale for studying it, c) objectives to be accomplished with the systematic review
- PICOS: Identify:
 - a. population of concern
 - b. intervention, problem, or issue that is the target of the investigation (note that an intervention can be clinical, social, community, or economic)
 - c. control or comparison (e.g., will you be comparing the intervention against "usual" or "standard" care? If so, define that intervention for the reader.)

- d. reported outcomes of the intervention. (Note that if your project is not focused on a specific intervention, you might be reporting on other outcomes –e.g., the psychometrics obtained by other authors attempting to develop a new instrument)
- e. your study design (are you including only randomized trials or somewhat broader with observational studies, case reports, cohort studies, etc.) and specify a search methodology and period to be covered

There are various types of systematic reviews. Alternative guidance on what needs to be included in a systematic review is provided in the appendices.

Stage 2: Immediately following the spring semester of their final year of coursework (after students have completed all core courses: SW 790, EPE 558, EPE 660, 785s, 773, 783, 770, 782, 771, 772, 781), students will begin writing their systematic review. By the end of the spring semester, students should have already formed a committee and developed an outline (and approval for) their systematic review (in SW 785). On or about May 1st, students should begin preparing their systemic review in a professional manuscript style using the current APA formatting

guidelines. There is no set page requirement; the length of the paper will depend upon the topic and breadth of the literature being reviewed. The deadline for the final product submission is determined by the student and their committee, but **students are strongly encouraged to submit the final document no later than the start of the fall semester (following the completion of coursework)**. Students need to submit their preliminary exam to their committee and the Director of the Doctoral Program. The reviewing committee shall take no longer than three weeks to read the paper and render a verdict as to whether or not the systematic review is a creditable intellectual product that warrants a passing grade. If the paper is considered to need only minor revisions, the effort shall be judged a "Pass." If, on the other hand, the paper is considered to be below expectations for a doctoral student who has completed all of his/her course work and reveals sloppy, incomplete work, poor conceptualizing, poor grammar/organization, incorrect APA style, or any significant problem, the paper will be considered a failure. The committee will then decide whether the student should continue working on the project or adopt a completely new topic. Students who receive

failing marks on their papers will not be allowed to register for dissertation research until they obtain a passing grade from their committee.

Evaluating the written

exam: A committee of faculty members will read each student's final product and evaluate it in terms of the criteria listed below.

- a. Thoroughness of the literature covered. Any articles referenced in the paper may be read in their entirety by the faculty and this will serve as a check on the student's ability to find relevant research, summarize it accurately, and weave a synthesis with other salient articles.
- b. Thoughtfulness and complexity of thought - the critical analysis employed in the paper.
- c. Professional writing style. It should be written in a smooth style that makes strong transitions from one section to the next. Do not simply prepare an annotated bibliography. Appropriate APA formatting is expected.
- d. The "best" paper will be one that looks as if it could be published with little additional effort. Students who receive the highest marks are encouraged to revise their paper and submit it to a professional journal for publication with the chair and/or other committee members as co-authors, depending upon their contributions.

If a student has already completed a systematic review paper for any course at the College, that paper **cannot be** submitted for the Preliminary Exam. Resubmission of a previous paper used to meet any other course requirement will constitute an automatic failure.

Stage 3: The student will be asked to orally defend the systematic review to their committee. During this one-hour defense, questions could be asked about not only the manuscript but also any core concepts from previous coursework including research methods or statistics.

During the oral defense of the systematic review, committee members may remind students of the Doctoral Portfolio Requirements Checklist (Appendix H). All portfolio items will need to be approved by the student's Advisory Committee.

Once students have passed the Preliminary Exam, you may retain or revise your exam committee to serve as your dissertation committee. (Please file the appropriate form with the Graduate School to create your dissertation/ advisory committee).

Students are encouraged to submit their systematic review for publication. The article below was the result of a student's systematic review (Preliminary Exam):

Hossain, M.S., & Pope, N.D., Benner, K., & Choi, Y.J. (2025). Nature and challenges of transnational caregiving: A scoping review. Journal of Evidence Based Social Work, 22(2), 273-291. <https://www.tandfonline.com/doi/full/10.1080/26408066.2025.2456751>

QUALIFYING EXAMINATION

After successful completion of the preliminary exam, students enter the dissertation phase of the program. The Qualifying Exam is a requirement of the Graduate School and in the CoSW consists of submitting the dissertation proposal to your Dissertation Committee, as well as completing and passing an oral defense of the proposal. The dissertation proposal defines the problem to be studied and justifies the choice of subject and its relevance to social work practice. The proposal should contain a thorough and systematic overview of the extant literature, the research questions or hypotheses, a clear rationale for the proposed methodology, and an outline of the student's anticipated time/work schedule.

There are a few things to keep in mind when preparing for the Qualifying Exam:

- Students must coordinate with their committee to schedule a defense date but must officially schedule a Qualifying Examination date with the Graduate School. The request to schedule the Qualifying Exam must be submitted at least two weeks before the date of the examination.

- Before scheduling the Qualifying Exam, all requirements for the degree should be completed (except the final exam and dissertation). Students with "I" grades or "S" grades in credit-bearing courses will not be allowed to sit for the Qualifying Examination until letter grades are assigned for these courses.
- The Qualifying Examination card will be sent electronically to the DGS before the date of the examination. No exam should commence without a card. All members of the Doctoral Advisory Committee must be present at the oral Qualifying Examination.

Students must be vigilant to adhere to the [academic calendar deadlines](#) posted on the Graduate School's website. Failure to comply with timelines as outlined by the Graduate School may fail to pass/ defend/ graduate in the student's preferred time frame.

Guidelines for Qualifying Examination

The dissertation proposal must provide a comprehensive overview of the proposed dissertation (a "roadmap" for the dissertation). The focus of the dissertation must fall within acceptable areas of social work research and practice and the question(s) asked in the dissertation should not have been satisfactorily resolved by existing knowledge. Dissertation research is normally organized around one or more testable hypotheses or research questions.

While the proposed dissertation may be exploratory, the study should result in a meaningful contribution to the existing knowledge base. The proposal should detail a plan for what data will be collected and how data will be analyzed. The proposal must be feasible in terms of the candidate's ability to complete the study – the student must be able to access relevant data, as well as the skills and resources to complete the study (i.e., statistical software,

competency in method, etc.). The student must also articulate a reasonable timeline for completion.

The dissertation proposal must include the following:

1. A statement of purpose and the specific aims of the study
2. A problem statement, inclusive of relevant theories, policies, and research
3. The research hypotheses and or question(s)
4. Summary content of the existing relevant knowledge and a review of the significant literature
5. An articulation of the significance of the research problem, the potential application of findings, and a description of the anticipated implications for social work practice
6. An outline of the plan of research, including the following:
 - a. Research methodology and design
 - b. Description of participants/ sample
 - c. Methods of data collection
 - d. Central variables to be measured and means of measurement (for quantitative studies) and/or assumptions of the study

e. Plan for analyzing the data

7. A plan for approval from the university's Institutional Review Board
8. A proposed timetable for completion

The dissertation proposal must be approved by the chair/advisor before being distributed to the Advisory Committee. Ideally, the proposal is written with ongoing input and advice from the chair and committee members (as is fitting per their areas of expertise in content or methodology).

Oral Defense of the Proposal

At the proposal defense, students are typically expected to present an oral presentation (with accompanying visuals, such as a PowerPoint presentation) that highlights the major features of their dissertation proposal. Students should prepare for the defense in close consultation with their Committee Chair and generally prepare for a 25 to 30-minute presentation. After the presentation, there is an opportunity for the student to field questions from committee members about the written document and details of their proposal. Two hours are typically allotted for the Qualifying Exam defense.

After the student's brief presentation and the Q&A portion of the defense, the dissertation committee will vote on the proposal in a

closed session (students typically are asked to leave the room during deliberation). A majority of committee members must vote "pass" for the student to advance to candidacy. The dissertation committee may require modification of the original written proposal. In that event, the chair will be responsible for ensuring that the committee's concerns are reflected in the modified proposal.

At the proposal defense, students must also complete the Program Planning/ Assessment form (Appendix C) and provide copies to your committee members at your defense.

In sum, here are some important things to keep in mind regarding the Qualifying Exam:

1. The Qualifying Exam consists of two parts - a written document and an oral defense of the written document.
2. Only students who have completed the Preliminary Exam (i.e., systematic literature review) are eligible to take the Qualifying Exam.
3. By the time students take the Qualifying Exam, Ph.D. students should have identified and worked closely with an advisor (i.e., Chair) to develop their dissertation proposal. The advisor and/or Doctoral Program Director will assist students with assembling an Advisory Committee/ Dissertation Committee.

- a. Note: Students must submit a [Formation of an Advisory Committee](#) form to finalize their committee through the UK Graduate School. Students must ensure their committee has been approved by the Graduate School before moving forward with the Qualifying Exam defense.
4. The Qualifying Exam may be taken during any semester (including summer) as long as the student's chair and committee are in agreement that the proposal is ready to defend. The dissertation proposal (Qualifying Exam) is submitted to the Dissertation/ Advisory Committee for review (usually allowing 2-3 weeks for the committee to review). At least two weeks before the scheduled defense date, students must complete a [Request to Schedule the Qualifying Exam](#). Students cannot schedule Qualifying Exams during the breaks between the fall and spring semesters. The last day to sit for your QE is typically the last day of coursework in that respective semester.
5. The student's advisor and Advisory Committee determine the appropriate length and depth of the Dissertation Proposal. The Committee may require revisions in the written proposal. The student passes or fails this exam and this result is sent to the Graduate School.
6. *At the dissertation proposal meeting, committee members should discuss the student's progress toward completing the Portfolio Requirements Checklist (Appendix H).*

Pre-Qualifying Time Limit

Students enrolled in the Ph.D. program are required to pass their Qualifying Exam (defend dissertation proposal) within **five years of entry** into the program. Extensions of 12 months can be approved by the Dean of the Graduate School (with a supportive letter from the DGS). Longer extensions must go before the Graduate Council for approval and must have the support of the majority of the graduate faculty, the DGS, and the student's chair.

The time clock does not start for students who take their first course as a post-baccalaureate student. **Responsibility for keeping track of the length of time from enrollment to the Qualifying Exam lies with the student!** Students who are concerned about their ability to pass their Qualifying Exam within the time limit of five years should communicate with their advisor (i.e., dissertation committee chair) and the Program Director early and often to ensure adequate progress.

After completion of the Qualifying Exam, students move ahead to candidacy, whereby students will proceed to conduct the research required for their dissertations. The dissertation must represent independent, original research and must comply with all requirements of the respective Graduate Schools.

Advisory/ Dissertation Committee

Upon entering the program, each student is advised by the Doctoral Program Director until another doctoral faculty member is chosen by the student; typically, this would be sometime in the second year. The advisor chosen by the student usually becomes the chair of the student's dissertation (advisory) committee.

The major duties of the Advisory Committee are to 1) guide the student's program of study, 2) provide guidance and mentorship as the student prepares their dissertation proposal, 3) review, provide feedback, and approve the dissertation proposal, 4) guide the dissertation process, and 5)

administer the oral portion of the Final Exam (the Dissertation Defense). The Dissertation Chair has the major responsibility for assisting the student in planning a program of study that will meet degree requirements, preparing them to conduct their dissertation research, and supporting the student toward their career objectives. Specific responsibilities are to assist the student, with input from the other members of the Advisory Committee, in formulating an educational plan; to assist the student with all curriculum-related concerns or problems; and to direct the student to appropriate persons who may provide needed information and expertise; and, to supervise and direct the student's dissertation research with significant input from the Advisory Committee.

The advisory committee must have a core of four members. This core must include a minimum of two faculty members from the CoSW (with one being the major professor as chair or co-chair), and one representative from outside the College of Social Work. All members of the core must be members of the Graduate Faculty of the University of Kentucky** and three (including the Chair) must possess full Graduate Faculty status.

** Faculty members from other institutions may serve on dissertation committees if they meet the requirements for appointment as associate members of the UK Graduate Faculty.

Once the students have decided on their committee makeup and have communicated with their members, they need to formally identify their committee with the Graduate School and complete a Doctoral Advisory Committee form through the Graduate School. If, after the student has formed their committee, requests a change in their Dissertation Chair, a new Chair should be selected from the existing members of the student's Advisory Committee. Any selection of a new Dissertation Chair from outside of the Advisory Committee should only occur under unusual circumstances and should be discussed with the Program Director.

The form to create your committee can be located here: [Doctoral Degree Candidate Forms](#)

Dissertation Standards

Generally, all dissertations will demonstrate the student's ability to conduct empirical research, adhering to canons of 1) logic in conceptualization and design, 2) valid and reliable measurement/ data collection, 3) appropriate analytic techniques, and 4) appropriate interpretation of results. Dissertation studies should be based on a formal theoretical or a conceptually explicit framework for investigating a question or testing hypotheses relevant to the social work profession. This relevance should be demonstrated in the dissertation proposal and in a chapter of the final dissertation which relates the findings to the appropriate area of social work practice.

Detailed information about procedures and formatting for the dissertation is provided by the Graduate School's [Instructions for the Preparation of Dissertations and Doctor of Music Arts Projects](#) available on the Graduate School's website. The style and form of the dissertation must conform to the Graduate School instructions; students should consult the Graduate School for information and requirements. The dissertation is expected to adhere to all University requirements related to style, ethical conduct, and, when

appropriate, the protection of human subjects. Beginning August 2013, all dissertations must be submitted electronically to the Graduate School.

Dissertation Oral Defense (Final Examination)

When the Chair agrees that the dissertation is complete, a date can be set for the Final Exam (dissertation defense). The Graduate School's form ([Notification of Intent to Schedule a Final Doctoral Examination](#)) must be sent to the Graduate School at **least 8 weeks** before the end of the semester. The Graduate School then locates an outsider examiner and notifies the candidate and their advisor. The outside examiner represents the Graduate School and ensures that a rigorous and fair dissertation defense (final examination) has occurred. *The student will be responsible for including this person in the scheduling process and providing a final copy of the dissertation no less than two weeks before the oral defense.*

When the defense date is finalized, a second form must be sent to the Graduate School ([Request for Final Doctoral Examination](#)) **no later than two weeks** before the oral defense. When scheduling the Final Doctoral Examination, two hours should be allotted.

The Dissertation Chair presides over the Advisory Committee for the defense. Following the defense, the Dissertation Committee will meet in closed

session for formal action. The Dissertation Committee may vote in one of several ways: 1) approval in present form, 2) approval with minor revisions (the committee is not required to meet again), and 3) disapproval with major revisions needed. There are only two outcomes possible; by majority vote, Pass or Fail. All committee members must sign the examination card. In the event of an "approved with minor revisions" vote, the Dissertation Chair will be responsible for ensuring that the Committee's concerns are incorporated into the revised dissertation. The Chair may choose to forward copies of the revised dissertation to Committee members for final approval.

Co-authorship with the Chair or Committee members of articles, books, or book chapters resulting from the dissertation is an expected outcome of the dissertation research. Any dissertation research that is not expected to produce at least one publication probably should not be passed by the Advisory Committee.

Students can access a [Check Sheet for Doctoral Students](#) to help make sure they are on track to graduate adhering to timelines and guidelines for completing the Qualifying Exam and dissertation, and meeting Graduate School requirements for degree completion.

Assessment of Progress for Ph.D. Students

Beginning in the Fall, 2005 semester, the Graduate Faculty are required to define good progress toward completion of the doctoral degree and each student's doctoral progress will be reviewed at least annually by either the Graduate Faculty or the student's advisory committee. Each student will be informed of writing of the results of that meeting by the DGS, the chair of the advisory committee, or their designee.

Good progress, as defined by the College of Social Work Ph.D. Program is defined in the following ways:

- Resolving an "Incomplete" course grade within 1 full academic year
- Continuous enrollment in coursework (may not include summer)
- Completing the preliminary exam within one semester of finishing required courses (not including summer term)
- Completing a dissertation proposal within two semesters of finishing required courses (not including summer term)

- Receiving grades of "A" or "B" in any course taken in connection with the Ph.D. degree

Poor progress, as defined by the College of Social Work Ph.D. Program is defined in the following ways:

- An "Incomplete" course grade that is not resolved within 1 full academic year
- Not taking classes two semesters in a row
- Not completing the preliminary exam within one semester of finishing required courses (not including summer term)
- Not completing a dissertation proposal within two semesters of finishing required courses (not including summer term)
- Receiving a "C" or lower grade in any course taken in connection with the Ph.D. degree

Satisfactory progress toward the doctoral degree is required throughout a student's enrollment and will be evaluated based on the criteria listed above.

Regarding grades for Ph.D. students, the CoSW has a **two "C" policy** for all graduate students. This policy means

that if you receive two "C" grades, then you can be dismissed from the College for academic reasons. You may, however, choose to retake one course using a repeat option when that course becomes available. If you retake the course and make a "C" grade or lower so that you still have two "C" grades even after using the repeat option, you will be dismissed from the Ph.D. program. Remember that Incompletes ("I" grades) revert to "E" or failing grades after 1 year. Doctoral students must maintain at least a 3.0 grade point average in their coursework. Students who fail to do this will be required to leave the program.

Starting AY 21/22, the Ph.D. program director will review (with the college Doctoral Committee) students' progress toward graduation who are enrolled in SW 757, 788, and 767. This review will occur in the spring semester and will likely involve input from students, as well as their dissertation chair. Students not making adequate progress towards completion of their Qualifying Exam and Final Exam (dissertation completion) may be asked to meet with the program director and Doctoral Program Committee. Students unable to make progress towards Qualifying or Final Exam for personal/ family/ work reasons should discuss with their advisor and/ or program director taking a leave of absence from the program.

The following benchmarks

represent standard guidelines for Ph.D. success in the CoSW:

Standard Benchmarks for Full-Time Students

YEAR 1

- Successful completion of approximately 21 credit hours

YEAR 2

- Successful completion of PhD course work (42 credit hours in total)

YEAR 3

- Successful completion of preliminary exam by the end of fall semester
- Successful completion of qualifying exam/dissertation proposal by the end of spring semester

YEAR 4

- Successful completion of the final exam/dissertation defense by the end of the year

Note: The Graduate School requires that students complete their Qualifying Exam within 5 years of starting their PhD program and complete their Final Exam within 10 years of starting. See Graduate School Catalog for details on this policy.

Standard Benchmarks for Part-Time Students

YEAR 1

- Successful completion of approximately 13 credit hours

YEAR 2

- Successful completion of approximately 15 credit hours

YEAR 3

- Successful completion of PhD course work (42 credit hours in total)

YEAR 4

- Successful completion of preliminary exam by the end of fall semester
- Successful completion of qualifying exam/dissertation proposal by the end of spring semester

YEAR 5

- Successful completion of the final exam/dissertation defense by the end of the year

Note: The Graduate School requires that students complete their Qualifying Exam within 5 years of starting their PhD program and complete their Final Exam within 10 years of starting. See Graduate School Catalog for details on this policy.

Leave of Absence

Each student taking a leave of absence must make a request of the Director of the Doctoral Programs to go inactive and this request must be approved. Students may extend the leave of absence for two consecutive semesters and only have it granted for a total of three (3) semesters. To request a leave of absence, students must submit their request to the Doctoral DGS in the semester prior to the semester they wish to go inactive; this request must be approved. If students do become inactive, (not taking classes for a semester or two) then they will have to pay the \$65 admission fee to the Graduate School again and will need to reapply to the Graduate School. Please request any Leave of Absence through the program director.

Academic Grievance Procedure

The Ph.D. Program follows the procedures for academic grievance as published in [Students Rights and Responsibilities](#) at UK. Any student considering filing such a grievance is advised to consult with the graduate advisor, the Doctoral Program Director, and/or the UK Academic Ombud.

Academic Dishonesty Policies

Academic dishonesty is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. Academic dishonesty includes, but is not limited to, **cheating, self-plagiarism, piracy, plagiarism, fabrication, falsification, multiple submissions, and complicity in academic dishonesty.** As stated by Jaccard & Jacoby (2010), "it is unethical to use the exact words of another author without permission, it also is unethical to use ideas originated by others without adequate permission or acknowledgement" (p. 341).

At a minimum, students found guilty of academic dishonesty in a course shall be awarded failing grades for that course. Plagiarism in an assignment or capstone may result in permanent termination from the program. Canvas now has the ability to check for plagiarism so students need to be careful with each assignment they turn in. All of the students' work has to be their work! Students must know how to paraphrase and cite accurately. Ask or seek information if questions arise.

ACADEMIC INTEGRITY

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University, may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found on the Ombud website. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Per the [Academic Ombud](#), all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors (e.g., program directors), is expected to be the result of their own thought, research, or self-expression. In cases where students feel

unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to, a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where, and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the

passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

PLEASE NOTE: Any assignment you turn in may be submitted to an electronic database (such as Turnitin) to check for plagiarism comparison. A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.

Class Recording Notification

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded by the instructor. All video and audio recordings of lecturers and class meetings, provided by the instructor, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

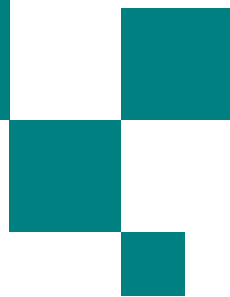
If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an "Authorization of Use" form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures is the instructor's intellectual property and cannot be reproduced or sold without prior permission from the instructor. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship. ■



OTHER SUPPORT INFORMATION



Academic Advising

Academic advising is a key component of student success at the College of Social Work. Each student is assigned a professional academic advisor who provides personalized guidance throughout their academic journey. Advisors are certified in Appreciative Advising and use a proactive, integrative advising approach that includes academic planning, policy navigation, and ongoing support to help students overcome challenges and achieve their educational goals.

While regular advising meetings are not required unless a student is on academic probation or has specific concerns, all graduate students are encouraged to connect with their advisor as needed. Advisors are available through in-person, online, and phone appointments, all of which can be scheduled via the myUK Graduation Planning System (GPS). This supportive advising model helps ensure students stay on track and have access to the guidance and resources needed to achieve their academic goals.

Registration & Withdrawal from Classes

The [Office of the Registrar](#) supports students in navigating registration, obtaining transcripts, getting a schedule of classes, etc. Registration dates are posted on the University website. Continuing students “advance register” several months before the next semester. At UK a load of 9 credit hours or more are considered to be full-time status for graduate students. Questions about registration for classes can be directed to Mason Stewart, mdstew5@uky.edu.

The Ph.D. program follows the rules of the university as administered by the [Registrar's office](#) for withdrawals and registrations. Complete instructions on how to add/ drop classes or completely withdraw from the University can be found [here](#). Typically, a student may withdraw from a given semester only if the withdrawal is from all classes. A grade of E assigned as a result of an academic offense may be changed to a W only by a petition to the University Appeals Board and only after a retroactive withdrawal for the semester in which

the grade was assigned is granted. The student must demonstrate that the hardships enumerated in the request for the Retroactive Withdrawal also resulted in the academic offense in a manner that the student's culpability was severely diminished as a result.

Students seeking a withdrawal after the end of the semester should work with their academic advisor to submit requests for retroactive withdrawals. More information regarding retroactive withdrawals is available via the [Registrar's office](#).

Financial Assistance

As a college, we are committed to funding our Ph.D. students. Funding availability varies from year to year and fully funded positions are contingent upon available monies. Funded positions for Ph.D. students most often comprise of Teaching Assistantships (TA) or Research Assistantships (RA) that include a stipend, tuition reimbursement and health insurance. Stipends can vary depending upon the source of support. For those students who are RAs or TAs who wish to take classes in the summer, please note that there is no tuition waiver in the summer.

Funded teaching and research assistantships are available on a competitive basis. Students requiring financial aid may consult with the Doctoral Program Director and/or with the University Financial Aid office.

College-wide scholarships are also another funding option for Ph.D. students; applications for these scholarships are typically due during spring semester.

Fellowships are non-service awards made to students to assist in the pursuit of an advanced degree. This award includes a monthly stipend and typically covers tuition costs. Fellowships are awarded by The Graduate School on a university-wide competitive basis. The Directors of Graduate Studies (Drs. Natalie Pope and Amanda Brown [MSW Director]) are responsible for nominating students for these awards to the Graduate School. However, a few fellowships are open by self-nomination. Consult the Graduate School's website for more information. There are numerous opportunities for social work Ph.D. students to receive fellowships, scholarships, and grants from outside sources; students can find additional information [here](#).

The University of Kentucky Graduate Student Congress also has travel and research awards for graduate students.

Evaluation of Graduate Assistants

For students receiving a teaching assistantship, the

Graduate School requires that each semester every TA is evaluated by a faculty observer. The process for TA evaluations is described here: [TA Supervision & Feedback Overview](#)

An electronic copy of the TA evaluation is sent to the Graduate School and a paper copy provided to the Director of the Ph.D. program. Additionally, the supervising teacher may wish to observe more often than once a semester and student course evaluations are to be conducted at the conclusion of each semester in accordance with the College's regular evaluation of courses.

College RAs may also be evaluated each semester; the supervising faculty member is responsible for completing these evaluations.

The PhD program director may meet with the teaching assistant and/or the supervising teacher if evaluations or observations suggest a need for improvement. Teaching/research assistantships are not guaranteed to all Ph.D. students; awarding RA/TAships is based on availability (i.e., needs of the college), past teaching evaluations, student progress towards graduation, etc.

As of 1/17/12, the Doctoral Committee passed the following policy:

Doctoral students should have a GPA of 3.5 to qualify for a continued teaching assistantship as

well as receive favorable ratings from students and satisfactory reports from faculty or peer observers.

Also note that students who are also UK employees who receive "free tuition" may find that there are **income tax implications** associated with this benefit.

Research Involving Human Subjects

All proposals for research involving human subjects have to be approved by the Institutional Review Board. There are elaborate federal regulations governing the review of such proposals. Information on the paperwork and process of the IRB approval, at UK is available from the [Office of Research Integrity](#) (859-257-9428).

PH.D. STUDENT RESOURCES

UKY College of Social Work PhD Program Information

Information about the program and important links are available via [Canvas](#). CoSW faculty who work with PhD students also have access to this Canvas shell.

TRACS

The Triage, Referral, Assistance, and Crisis Support Program is a comprehensive initiative designed to provide immediate support and effective intervention for individuals experiencing various forms of mental health issues and/or crisis. Our program ensures that individuals in distress receive timely and appropriate care, bridging the gap between immediate needs and long-term solutions. We are the gateway for referrals to the UK Counseling Center and make referrals to other on/off campus resources. <https://studentsuccess.uky.edu/tracs>

Disability Resource Center

Students with documented physical, learning, or temporary disabilities may receive assistance and support from the [Disability Resource Center](#).

Office of LGBTQ* Resources

[LGBTQ* Resources](#) is University of Kentucky's central hub for accessing information, groups, and services related to diverse sexual orientations and gender identities and in making sure that our community is a welcoming, safe, and supportive place for all students, faculty, staff and alumni.

Robert E. Hemenway Writing Center

The [writing center](#) is available to assist University of Kentucky students, faculty, and staff with the process of writing. Staffed by English graduate students, full-time instructors, part-time consultants, and undergraduate peer tutors, the Center offers free individual and group consultations on prewriting, writing, and rewriting.

Software Download Center

Software downloads of various software applications including Microsoft Office are available for UK students [here](#).

UK's Computer Purchasing Portal/ Ebuy

UK students, faculty, and staff can purchase a variety of computer equipment and software at a discounted rate through [this](#) website.

Stuckert Career Center

Any current student is eligible for [Stuckert's](#) unlimited use of career services including resume review, mock interviews, workshops, Wildcat CareerLink and the use of the career resource library.

Transformational Learning

UK [Transformative Learning](#) is a centralized student support unit on campus that offers academic resources, including academic preparation and coaching (in person and via Zoom).

University of Kentucky Campus Directory

Search for all faculty, staff, and students associated with the university here: <https://directory.uky.edu/>

University of Kentucky Visitor Center

The [Visitor Center](#) offers campus tours and has a variety of printed materials including maps, resource guides, and informational brochures.

Veteran's Resource Center

The [Veterans Resource Center](#) was established to continue that tradition of support by providing UK's military and veteran populations with the service and assistance to ensure that your transition to college is as smooth as possible.

Institutional Neutrality Policy

<https://uknow.uky.edu/sites/default/files/Institutional%20Neutrality%20Policy.pdf>

Violence Intervention and Prevention Center

The [Violence Intervention and Prevention \(VIP\) Center](#) works with faculty, staff, students and community partners toward the mission of eliminating the perpetration of power-based personal violence including sexual assault, partner violence and stalking.

Appendix A

Plan for Teaching Practicum

SW 787: Teaching Practicum is an independent-style Ph.D. course focusing on teaching-related issues. There is no “one” way to do a teaching practicum, but the class does need to be directed/taught by a CoSW faculty member and have a clearly stated purpose, meeting pattern, plan, and graded assignments/ deliverables.

Before the semester you plan to take SW 787, you need to identify an instructor and make a tentative plan with them regarding your focus for the class. This form is meant to help guide your thinking as you plan for the teaching practicum. The Ph.D. Program Director will review your plan for the teaching practicum and – once approved – will email you, the course instructor, and Ray Dowd to create a section of SW 787 for you to enroll in. Once a final course syllabus has been developed, please send this to the Program Director.

Student:

Faculty Member:

Semester:

Date:

Instructions to Student: Please attach to this form a brief description of your proposed teaching practicum. Follow the specified outline when composing your proposal.

Teaching Problem Area/Topic: What course/ topic/ area of teaching interest are you going to focus on? Some examples might include incorporating disability content into social work courses, teaching macro practice, incorporating social justice content into social work curriculum, self-care for social work students, experiential learning, etc.

Course Readings: List potential books, book chapters, or articles that might be important to

include given your problem area/ focus of interest for this teaching practicum.

Supervising Teacher: Identify the faculty member who has agreed to be the instructor of record for this course. This instructor needs to work with you to develop the syllabus, grade/ supervise/ mentor your work/ and meet with you regularly.

SW 790 Completion: Have you completed SW 790? If not, explain why/ how this teaching practicum is appropriate for you now in your Ph.D. program.

Unique Features: Describe how this course (and related content) fits with your professional interests and professional goals.

Course Assignments/ Student Deliverables: What are the potential assignments that are associated with this teaching practicum? Some examples might include a combination of the following:

- Abstract submission to a local or national social work education conference (CSWE APM, KASWE, the Association of Baccalaureate Social Work Program Directors [BPD], etc.)
- Guest lecture for a BASW or MSW course in the college on a topic of interest
 - With a teaching observation/ feedback from CoSW faculty
- Reflective journals - given the importance of reflexivity in teaching, reflective journals can provide purposeful space to reflect on assigned readings, teaching experiences, ethical conflicts/ dilemmas, preconceived notions/ assumptions that have been changed as a result of your classroom experience, "aha" experiences you have had, etc.
- Completing a scoping review of a social work education topic. Some examples are provided below:
 - Sverdlik et al. (2018). The Ph.D. experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, 18, 361-388. <http://ijds.org/Volume13/IJDSv13p361-388Sverdlik4134.pdf>
 - Yates, H. T., & Rai, A. (2018). A scoping review of feminism in US Social work education: Strategies and implications for the contemporary classroom. *Journal of Evidence-Informed Social Work*, 16(2), 117-129. [doi:10.1080/23761407.2018.1555070](https://doi.org/10.1080/23761407.2018.1555070)
- Curriculum development
 - For example, you might develop content to be embedded in online modules, design a syllabus on a special topics course, plan/develop a lunch-and-learn for CoSW students, etc.
- Teaching a course/ being the instructor of record for a course section; another section instructor (who is full-time faculty) might be a good fit for serving as mentor/ SW 787 teacher
- Co-teaching – serving as an unpaid teaching assistant for an instructor.
 - Co-teaching might involve facilitating online discussions, grading student assignments, teaching/ facilitating in-person classes or synchronous online classes, etc.
- Writing and submitting a "Teaching Note" to the [Journal of Social Work Education](#), the [Journal of Baccalaureate Social Work](#), or another education-related journal.
- Reading a book and submitting a book review to a teaching-related journal (or social work journal generally).

Here is a [master syllabus for SW 787](#). Please check with the Program Director before finalizing the course syllabus given the need to have updated approved language in all syllabi.

Below are some examples of assignments for recently taught SW 787 courses:

[Teaching Practicum Assignments - Example 1](#)

[Teaching Practicum Assignments - Example 2](#)

[Teaching Practicum Assignments - Example 3](#)

Appendix B

Proposal for Independent Study or Research Practicum (SW 780 or SW 786)

All practicum proposals must be approved by the Ph.D. Program Director and the faculty member who will supervise the practicum. All signatures must be obtained prior to registration for the semester in which the practicum will be taken. Students should begin the process of developing and negotiating their proposal well in advance of the registration deadline.

Student: _____ Semester: _____

Instructions to Student: Attach a brief description of your proposed project which includes the following:

- 1. Goals and Objectives:** What are the explicit objectives of the proposed independent study? (It might be good to state your research question or purpose).
- 2. Rationale:** Why are you pursuing an independent study course rather than an established course? What skills do you hope to acquire?
- 3. Procedure:** Explain in detail what you will do for this independent study. Will you be using secondary data or gathering your own? Projected sample size? How often you will be meeting with your supervising faculty member?
- 4. Timeline:** What are the major tasks and timelines for completion of this project?
- 5. Products:** What are the deliverables from this project? How will you disseminate the information you've gathered from this project? Note: The expectation is that you will produce a manuscript that will be of publishable quality. Explain any exception.

Agreement Signatures (SW 780 or SW 786)

Student _____
(Signature) (Date)

Faculty Mentor _____
(Signature) (Date)

Doctoral Program Director _____
(Signature) (Date)

Appendix C
College of Social Work
Ph.D. Program Planning/ Assessment Form

Name of Student:

Student ID:

Date Started the Program:

Date Degree Expected:

Dissertation Chair:

Core Curriculum: 29 Credit Hours

Course #	Course Title	Semester & Year	Grade	Credit Hours
SW 790	Teaching and Learning Seminar			3
SW 782	Analysis of Social Welfare Programs			3
EPE 558	Statistics I			3
EPE 660	Statistics II			3
SW 772	Introduction to Qualitative Methods			3
SW 785	Professional Seminar I			1
SW 785	Professional Seminar II			1
SW 770	Research I			3
SW 771	Research II			3
SW 781	Human Behavior Change Theories			3
SW 783	Theory Development in Social Work			3

Total Credits:

Individualized Plan of Study: 15 Credit Hours

6 hours - SW 786/787

9 hours - Electives

Course #	Course Title	Semester & Year	Grade	Credit Hours
	SW 786 – Research Practicum OR SW 787 - Teaching Practicum (must have at least one 786)			3
	SW 786 – Research Practicum OR SW 787 - Teaching Practicum			3
	Elective #1			3
	Elective #2			3
	Elective #3			3

Total Credits:

Preliminary Exam Defense	Date:
Oral Defense of Dissertation Proposal	Date:

Course #	Course Title	Semester & Year	Grade	Credit Hours
SW 757	Qualifying Exam Residency			2
SW 788	Research in Social Work Seminar (take only if needed)			3-9
SW 767	Dissertation Residency Credit			2
SW 767	Dissertation Residency Credit			2

***Students must have completed all coursework & Ph.D. Qual Exam before enrolling in Post Qual Dissertation Courses. Additionally, two consecutive semesters of 767 are required. See Grad School Catalog for Residency requirement policies.**

Student: _____

Date: _____

Advisor: _____

Date: _____

Program Director: _____

Date: _____

Appendix D

Resources for Conducting a Systematic Literature Review

Examples of Systematic Literature Reviews

Coren, E., Thomaes, M. & Hutchfield, J. (2011). Parenting training for intellectually disabled parents: A Cochrane systematic review. *Research on Social Work Practice, 21*(4), 432-441.

Harding, R.L., Epiphaniou, S., Jones, H.(2012) How can informal caregivers in cancer and palliative care be supported? An updated systematic literature review of interventions and their effectiveness. *Palliative Medicine, 26*(1), 7-22.

Hughes, A.K., & Admiraal, K.R. (2012). A systematic review of HIV/AIDS knowledge measures. *Research on Social Work Practice, 22*(3), 313-322.

Lobb, E.A., Kristjanson, L.J., Aoun, S.M., Monterosso, L., Halkett, G.K.B., Davies, A. (2010). Predictors of complicated grief: A systematic review of empirical studies. *Death Studies, 34*(8), 673-698.

Manafo, E. & Wong, S. (2012). Health literacy programs for older adults: A systematic literature review. *Health Education Research, 27*(6), 947-960.

Middleton, K. & Craig, C. D. (2012). A systematic literature review of PTSD among female veterans from 1990 to 2010. *Social Work in Mental Health, 10*(3), 233-252.

O'Haire, M. E. (2013). Animal-assisted intervention for autism spectrum disorder: A systematic literature review. *Journal of Autism and Developmental Disorders, 43*(7), 1606- 1622.

Simkiss, D. E. Stallard, N., & Thorogood, M. (2013). A systematic literature review of the risk factors associated with children entering public care. *Child Care, Health and Development, 39*(5), 628-642.

Staton-Tindall, M., Sprang, G., Clark, J., Walker, R. & Craig, C.D. (2013). Caregiver Substance Use and child outcomes: A systematic review. *Journal of Social Work Practice in the Addictions, 13* (1), 6-31.

Thewes, B., Zachariae, P., Christensen, R., Simard, S., & Gotay, S. (2012). Fear of cancer recurrence: A systematic literature review of self-report measures. *Psycho-Oncology, 21*(6), 571-587.

Turner, W. & Macdonald, G. (2011). Treatment foster care for improving outcomes in children and young people: A systematic review. *Research on Social Work Practice, 21*(5), 501-527.

Resources for Writing Systematic Literature Reviews

Boland, A., Cherry, G., & Dickson, R. (2017). *Doing a systematic review: A student's guide*. Sage.

Bronson, D. E. & Davis, T. S. (2011). *Finding and evaluating evidence: Systematic reviews and evidence-based practice*. Oxford University Press.

Cochrane handbook for systematic reviews of interventions. <http://handbook.cochrane.org>

Crisp, B. R. (2015). Systematic reviews: A social work perspective. *Australian Social Work*, 68(3), 284-295.

Gough, D., Oliver, S. & Thomas, J. (2012). *An introduction to systematic reviews*. Sage.

Ham, H. R. & Roussel, L. A. (2012). *Evidence-based practice: An integrative approach to research, administration, and practice*. Jones & Bartlett Learning.

Higgins, J.P. T. & Green, S. (2008). *Cochrane handbook for systematic reviews*. Wiley.

Littell, J. H., Corcoran, J. & Pillai, V.K. (2008). *Systematic reviews and meta-analysis*. Oxford University Press.

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Loannidis, J. P., Clarke, M., Devereaux, P.J., Kleijnen, J., & Moher, D. (2009). [The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: Explanation and elaboration](#). *BMJ*, 339.

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses. *Journal of Clinical Epidemiology*, 62 1006e, 1012. doi:10.1016/j.jclinepi.2009.06.005

Appendix E

Sample Systematic Review Guidelines/ Outlines

1. Introduction and background for the review: Identify the key contextual factors and conceptual issues important to the review question. Justify the need for the review. Critically appraise any existing reviews.
2. Review questions and/or objectives: Clearly and precisely state the question or questions that the review will answer. Identify the following elements included in the review as appropriate to the question:
 - a. Population
 - b. Intervention(s)
 - c. Comparators to the intervention
 - d. Outcomes: primary and/or secondary
 - e. Study designs
3. Review methods
 - a. Specify how studies were identified by describing:
 - i. Who conducted the searches
 - ii. Databases searched
 - iii. Inclusive years of the search
 - iv. Keywords and combinations used
 - b. Define specific inclusion and exclusion criteria used to select studies (and rationale for criteria)
 - c. Describe data extraction
 - d. Describe the strategy for the assessment of the quality of each study. See Olivo et al. (2008) for a review of scales to assess the quality of randomized controlled trials
 - e. Describe method(s) of data synthesis
4. Review results
 - a. Provide details of how studies were excluded and the numbers excluded at each stage (a figure is typically used to illustrate these steps)
 - b. Review details of the included studies (a succinct table is often used to summarize major characteristics of the included studies)
 - c. Findings of the review (tables can be used to summarize extracted data as appropriate)
5. Discussion
 - a. State the central findings of the review
 - b. Strengths and weaknesses of the review method

- c. Strengths and weaknesses of the evidence/ findings of the review
- d. Applicability and implication of the findings to social work practice, research, and policy (as appropriate)
- e. Questions unanswered by the review with implications for research

Taken from:

Lowe, N. (2009). Systematic literature reviews. *JOGNN*, 38, 375-376. [doi:10.1111/j.1552-6909.2009.01033.x](https://doi.org/10.1111/j.1552-6909.2009.01033.x)

Other suggested readings for clear guidelines on various types of reviews are provided below.

Scoping reviews:

Arskey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, 8, 19–32. [doi:10.1080/1364557032000119616](https://doi.org/10.1080/1364557032000119616)

Critical interpretive synthesis:

Dixon-Woods, Mary, Cavers, Debbie, Agarwal, Shona, Annandale, Ellen, Arthur, Antony, Harvey, Janet, . . . Sutton, Alex J. (2006). Conducting a critical interpretive synthesis of the literature on access to healthcare by vulnerable groups. *BMC Medical Research Methodology*, 6(1), 35. doi:10.1186/1471-2288-6-35

Appendix F

CoSW Ph.D. Systematic Review Evaluation Form

Students' systematic review is to be evaluated using the adapted PRISMA checklist for systematic reviews (see below). These areas are items that will be covered during the oral defense. The systematic review defense also provides an opportunity for committee members to assess students' understanding of qualitative and/or quantitative research methods, statistics and other analytic procedures, especially as it relates to how students analyzed, synthesized, and drew conclusions from the data in their systematic review.

- This evaluation form should be used flexibly depending on the type of systematic review completed by students.

	N/a	Form Item	0-100
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PURPOSE

Rationale		To what extent has the student clearly and succinctly described the rationale for their review in the context of what is already known?	
Objectives		To what extent has the student been able to clearly and succinctly provide an explicit purpose statement and/ or questions to be addressed in the literature regarding population, interventions, comparisons, outcomes, and study design (PICOS) (if applicable)?	
Eligibility criteria		To what extent has the student clearly and succinctly specified potential study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility (also providing the rationale for these criteria)?	
Information sources		To what extent has the student clearly and succinctly described all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies, citation chaining) in the search and date last searched?	
Search		To what extent has the student clearly and succinctly presented (in written or oral form) a full electronic search strategy (including the use of a citation manager) for at least one database, including any limits used, such that it could be replicated?	
Study selection		To what extent has the student clearly and succinctly stated the process for selecting studies relevant to their area of research interest (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	
Data items		To what extent has the student clearly and succinctly listed and defined all variables for which data were sought (e.g., PICOS, funding sources)?	
Risk of bias in individual studies		To what extent has the student clearly and succinctly described methods used for assessing the risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis?	
Summary measures		If applicable, to what extent has the student stated the principal summary quantitative or qualitative measures/ assessment (e.g., risk ratio, difference in means, themes) and provided at least peer peer-reviewed article as evidence?	
Synthesis of results		To what extent has the student clearly and succinctly described the methods (Quant AND Qual) of handling data and combining results of studies, if done, including measures of consistency (e.g., I ²) for each meta-analysis? To what extent has the student organized, compared, collated, summarized, aggregated, or interpreted the information extracted to suggest a new contribution to knowledge?	

Appendix G

Systematic Literature Review Defense Form

Student name: _____

Date of systematic review defense: _____

Title of review: _____

Signatures of CoSW Systematic Review committee members:

Systematic review defense results:

Committee decision

Passed (___)

Failed (___)

Passed with conditions (___) ***

***detailed conditions and due dates must be in writing

Conditions: _____

Student Signature: _____

Date: _____

Signature of Doctoral Program Director: _____

Date: _____

Appendix H

Doctoral Portfolio Requirements Checklist

College of Social Work Approved by Committee 11/29/2017

Publications

___ Submit prelim exam manuscript (or another research-based manuscript) to a peer-reviewed journal following successful oral defense of preliminary exam

Presentations

___ Research presentation at department, school, college, or university research meeting

___ Two research presentations at national or international scientific conferences:

- must be sole or first author on at least one presentation
- paper or poster presentations only
- both presentations must be based on studies that involve data

Select one of the following (in consultation with advisory committee):

___ Online lecture/ presentation

___ Guest lecture in a faculty member or colleague's class about research

___ Agency in-service or local/state presentation with faculty mentorship

Teaching

___ Full responsibility for teaching a credit-hour class with faculty mentorship

___ Teaching portfolio (sample course syllabi, teaching evaluations, etc.)

___ Committee-approved alternative:

Leadership & Citizenship

___ Maintain membership in a professional organization beginning the first year in doctoral program

Select two of the following (in consultation with advisory committee):

- ___ Review conference presentation proposals
- ___ Review manuscript submitted for publication to peer-reviewed journal
- ___ Coordinate a departmental (or broader) research symposium
- ___ Serve on a department, university, regional, or national committee
- ___ Serve as a moderator or discussant at a state, regional, national, or international conference
- ___ Hold a leadership role in a graduate student organization
- ___ Committee-approved alternative:

Note: All portfolio items must be approved by the student's Advisory Committee.

