
IOWA

School of Social Work

PhD Handbook

2023 – 2024

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The PhD Handbook

Faculty and students should use the most recent version of the *PhD Handbook*, unless the student believes a policy/procedure in the most recent version is different than a policy/ procedure in the version they received when admitted into the program and the newer policy/ procedure disadvantages the student in some way.

Faculty and students should be familiar with the Graduate College [Manual of Rules and Regulations](#).

Academic Program

A. Individualized Academic Plan

Before the first semester starts, students work with their academic advisors to develop an individualized academic plan (see Table 3) that will satisfy their individual goals and degree requirements. Students should keep a copy of their plan. This form helps students plan their program and documents special arrangements made with their advisors and/or the PhD program director.

The School of Social Work evaluates courses taken 10 or more years prior to the comprehensive examination to determine the amount of credit, if any, that may be applied to the degree. The School petitions to the Graduate College, providing a rationale for why each course should be approved by the Graduate College.

B. Continuous Registration Requirements

The School of Social Work requires students in the 4 year program to work toward degree requirements full-time throughout the duration of their studies. Full-time students enroll in 9 semester hours (s. h.) or more for the first three semesters of their program, 6 s. h. in their fourth semester, and at least 1 s. h. for all subsequent semesters until graduation. The Graduate college requires at least 39 hours at Iowa and after program admission. See Graduate College [Manual of Rules and Regulations, Section XII. C.](#)

If a student's enrollment is interrupted for any reason so that they are not enrolled for three consecutive academic sessions, including the summer session but excluding inter-sessions, the student must apply for readmission to the Graduate College and the SSW.

The Graduate College requires continuous registration (registration for at least one credit hour each fall and spring) after passing the comprehensive examination until the degree is awarded. See Graduate College [Manual of Rules and Regulations, Section XII. L.](#)

In the social work PhD program, students who have completed the required 8 s. h. of dissertation

hours (SSW: 7830 Ph.D. Dissertation) continue to register for 1 s. h. dissertation hours per semester until they graduate. No registration for the summer or winter session is required. The exceptions are when the student is defending an exam in the summer session or when a funding mechanism requires summer registration. There is no restriction on the number of Dissertation Hours that students can register for.

C. Student-Initiated Changes to the Academic Plan

The School of Social Work recognizes that students, for various reasons, may be unable to complete degree requirements within the time requirements specified in the academic plan. Accordingly, a student may request in writing a delay in starting or completing an exam, a leave of absence, or a reduction in s. h. due to an emergency by 1) writing a letter and 2) filling out the form, *Request for a Delay in Starting or Completing an Exam, Reduction in Hours, or Leave of Absence*.

1. Student Letter

The letter should (a) be addressed to the PhD program director, (b) state the period of time that the student will require a delay in starting or completing an exam, be registering for fewer hours, or not be registered; (c) state the type of emergency (e.g., physical or mental health, family, military, religious, financial, other) ; and (d) state what will change during the leave/delay that will allow the student to return to the program.

2. Changes to the Student's Academic Plan

When students request a delay in starting or completing an exam, a reduction in semester hours, or a leave of absence is approved, the PhD program director and the student's advisor will review and approve the student's revised academic plan. When approved, the program director may extend the period of time a student has to complete degree requirements. The PhD program director reserves the right, in consultation with the student's advisor, to add intermediate deadlines and/or requirements to ensure timely completion of degree requirements.

3. Roles and Responsibilities Related to Changes in the Academic Plan

The student is responsible for (a) setting up a meeting with their advisor to discuss the proposed revised academic plan, (b) resuming work toward degree requirements as stated in the academic plan, (c) consulting with the Graduate College to determine whether the School of Social Work needs to write a letter to the Graduate College to waive a requirement in the Graduate College Manual of Rules and Regulations, and, if applicable, (d) notifying the PhD program director that a letter is required.

The advisor is responsible for (a) meeting with the student to discuss and approve the proposed revised Academic plan; and (b) monitoring the student's progress and, if on a leave of absence, monitoring their return and registration.

The PhD program director is responsible for (a) notifying the student and the student's advisor of their decision, (b) placing the plan in the student's file, (c) monitoring the student's progress, and, if applicable, (d) writing a letter to the Graduate College for a waiver of a requirement in the Graduate College Manual of Rules and Regulations?, if needed. The request should include a rationale for the request.

4. Time Extension and Graduate College Rule

The PhD program director approves a reduction in hours or a leave for up to two semesters. The director will only approve a request when there is serious intent to finish degree requirements and when the student's adviser supports it. A student requesting a change in their academic plan must still meet Graduate College rules.

5. Procedure for Readmission

The Graduate College readmission application form must be used. The student must also reapply for readmission to the SSW. The SSW requires the student's Academic plan and a month-by-month plan for degree completion (1 p., single-spaced). The SSW may request an interview with the student. The student must use the SSW "Application for Readmission to the Social Work Program" form, obtain approval from the student's advisor, and submit the form to the director of the doctoral program six-weeks prior to the readmission semester. The Graduate College decision supersedes the School of Social Work decision to readmit.

D. Academic Advising

1. Assignment and Selection of Advisors

Students will be assigned the director of the doctoral program as an advisor at the start of the program. Students may select a different advisor (see Table 1 for eligible faculty). A student changing an advisor must submit a Change of Advisor form to the director of the doctoral program who approves the change and places it in the student's file.

Table 1. Doctoral Faculty and Research Interests

PhD advisors, research practica instructors, and comprehensive and dissertation chairs must be doctoral faculty, that is tenured or tenure-track faculty with primary or secondary appointments in Social Work. (See our [SSW website for full faculty profiles.](#))

Mercedes Bern-Klug (MSW, University of Iowa; PhD, University of Kansas). Gerontology, global aging, long-term care, end-of-life and palliative care issues, funeral arrangements, creative writing for social workers, aging in Mexico

Aislinn Conrad (MSW, PhD, University of Kansas). Child wellbeing; child welfare; child maltreatment prevention; contextual factors of child maltreatment; poverty; material hardship

Carol Coohey (MSW, University of Michigan; PhD, University of Chicago). Domestic violence; child abuse and neglect; the relationship between trauma and mental health and substance use; child welfare practice and decision-making

May Guo (MPhil, University of Hong Kong; PhD, University of Southern California). Family gerontology; mental health in later life, intergenerational relations, health disparities, (im)migration, gender differences in later life, cross-cultural research

Megan Gilster (MSW, PhD, University of Michigan). Neighborhood effects, race and racism, health and mental health disparities, community practice, housing and homelessness, and program evaluation

Carolyn Hartley (AM, PhD, University of Chicago). Child maltreatment and interpersonal violence, child sexual abuse, therapeutic jurisprudence

Miriam Landsman (MSW, PhD, University of Iowa-Sociology). Child welfare organizations and workforce; permanency for children and youth; family centered practice

Dean Sara Sanders (MSW, Washington University; PhD, University of Maryland). Caregiving for aging individuals, Alzheimer's disease, mental health, grief and loss, death and dying, social work education, poverty (note: Dean of the College of Liberal Arts and Sciences, no longer in a teaching and advising role)

Christopher Veeh (MSW, University of Kansas; PhD, University of Denver). Criminal justice, Traumatic brain injury, intervention, well-being, stress and coping, emerging adulthood

Yi Wang (MSW, Washington University in St. Louis; PhD, Washington University in St. Louis). Social and neighborhood determinants of health in later life, activity engagement among older adults, aging in place, community-based services and support for older adults and families

2. Advising Activities

Students are required to meet with their faculty advisors shortly before the early registration period each semester. To prepare for that meeting, students should review the Student Advising Guide and complete the bi-annual review materials (see ICON assignment). Students who are registering for dissertation hours also discuss their Dissertation Hours Contract with their advisor. The advisor must sign the contract.

Advisors will authorize students to register at their meeting and discuss with them their academic plan, educational and career goals, CV and timeline. Advisors and students are required to keep the Academic plan up to date.

Students and their advisors should carefully investigate whether courses outside the department will be offered, when they will be offered and whether they have pre-requisites. Many 5000 or higher-level courses are listed in the *General Catalog* but may be offered infrequently. Moreover, students and their advisors should identify faculty members—in and outside the

School—who possess expertise in their research area.

Although assistance and support from faculty advisors and staff should be readily available, the responsibility to search out opportunities and information and to initiate collaborative relationships with faculty rests primarily with each student. This requires that students be proactive in defining their learning objectives that build upon available resources early in their program.

E. The Bi-Annual Review

Purpose

The purpose of the Bi-Annual Review is twofold: (a) to evaluate whether students are making progress and will be advanced to the next semester and (b) to encourage students to set developmental goals and regularly review them with their mentors. Reviews may also be used to determine whether students are eligible for special recognition or awards and to generate reports (e.g., for the Graduate College, CSWE, Group for the Advancement of Doctoral Education).

The bi-annual review materials are not submitted by first-year students during their first semester.

Procedures

1. To receive authorization to register, students are required to meet with their advisors to review their progress and to set developmental goals.
2. After meeting with their advisors, students submit a highlighted CV and additional review materials via the Assignment page of ICON site “Social Work Doctoral Student Professional Development” by **November 15** and by **April 15**.
3. The Doctoral Studies Committee will review students’ reports and provide feedback. Students who meet advancement standards are automatically advanced to the next semester and are not notified of advancement.

Materials to Submit

A CV. The CV should adhere to the template posted on the ICON, or comparable academic model, and must highlight (in yellow) only activities for the previous six-month review period (e.g., honors, awards, grants, guest lectures, special training/workshops, reports, publications, appointments).

An individual development plan. See ICON site for template

Third year and above students should also turn in a research statement draft.

If you convened an examination committee within the last six months or there was a change in the composition of your committee, list members' names and departmental affiliations.

Additional materials as requested (see ICON site for forms and lists of additional materials, including RA and TA evaluations, informational form).

Degree Requirements

A. Learning Outcomes

Informed by the Group for the Advancement of Doctoral Education (GADE) Quality Guidelines, the University of Iowa School of Social Work prioritizes the following Learning Outcomes PhD students. These outcomes are assessed each spring by faculty mentors of the Students' choosing (e.g., advisors, supervisors, instructors).

- 1: Locate one's work in the intellectual landscape of social work and relevant disciplines.
- 2: Critically analyze theories, practices, policies, and research in at least one specialized area of social work knowledge.
- 3: Disseminate knowledge that contributes to the advancement of social work research, practice, and policy, including: writing publishable, peer-reviewed manuscripts; presenting at local, national or international conferences; and/or producing policy briefs or white papers.
- 4: In the social work classroom, create a learning culture and classroom climate that promotes equity and inclusion of students with different learning styles, abilities, identities, and backgrounds.

These competencies are met through:

- courses, including a research and a teaching practicum
- a comprehensive examination paper and oral defense
- research and teaching assistantships
- a dissertation and oral defense

B. Additional Knowledge and Skills for PhD Students

The 2023 GADE Quality Guidelines for PhD Programs in Social Work suggest that graduates of PhD programs should build knowledge and skills in the following areas:

Knowledge of Social Work as a Profession and Discipline

Graduates are able to:

1. Collaborate effectively with colleagues from all racial, ethnic, and cultural backgrounds.

2. Demonstrate a commitment to social justice, equity, and inclusion of all people, with particular attention to the needs and empowerment of people who are vulnerable oppressed, and living in poverty.
3. Demonstrate a commitment to anti-racist and anti-oppressive practices.
4. Critically analyze theories, practices, policies, and research.
5. Demonstrate awareness of issues and controversies in social work, especially those related to social, economic, and racial justice, oppression, and inclusion.
6. Understand how knowledge in social work is relevant to public issues.
7. Understand the relationships among social work education, research, and practice.
8. Understand the role and importance of social work values and ethics in research and the development and application of knowledge.
9. Demonstrate a deep expertise in at least one specialized area of knowledge.
10. Demonstrate knowledge of the history of the social work profession
11. Locate one's work in the intellectual landscape of social work and relevant disciplines.
12. Develop competencies for independent and team-based work.
13. Demonstrate knowledge of state of the-art social work practice in all levels.

Research/Scholarship

Graduates are able to:

1. Formulate rigorous, meaningful research questions, including questions that incorporate race/ethnicity and social justice.
2. Demonstrate a commitment to adhering to research ethics and an ability to address ethical issues in research (e.g., intellectual property, plagiarism, confidentiality).
3. Demonstrate an understanding of how racism can serve as explanatory variables in social, economic, and mental health problems for people of color.
4. Incorporate research by all scholars relevant to their research questions, including scholars of color and those with other underrepresented or marginalized identities.
5. Demonstrate research proficiency in communities of color and in cross-cultural research.
6. Identify and use appropriate methods, e.g., design, sampling, instrumentation and analysis for research questions.
7. Engage in and contribute to an interdisciplinary research team.
8. Identify funding sources for specific research ideas.
9. Independently develop a proposal for a research grant or fellowship.
10. Conduct high-quality literature reviews, e.g., narrative, scoping, systematic reviews.
11. Demonstrate competencies in community-engaged research.
12. Demonstrate adequate knowledge and skills in qualitative, quantitative and mixed-methods and data analysis, and advanced skills in at least one of these approaches.
13. Write a publishable article for peer review.
14. Publish one or more articles in peer-reviewed publication(s).
15. Develop a written research plan or agenda.
16. Effectively and appropriately use social and other media to communicate their research.
17. Engage effectively in science communication / research translation / writing and presenting for diverse audiences.

Teaching

Graduates are able to:

1. Create a classroom climate that promotes equity and inclusion of students with different learning styles, abilities, identities, and backgrounds.
2. Demonstrate a commitment to anti-racism and other forms of oppression in teaching.
3. Address ethical dilemmas that arise in teaching.
4. Independently teach a course in a social work curriculum.
5. Complete a required or elective course on social work education and teaching.
6. Situate social work education within the larger context of higher education.
7. Use a variety of effective instructional strategies when teaching.
8. Design and /or teach an existing social work course.
9. Demonstrate skills in the latest instructional technology and online strategies.

C. Time Limits

To obtain the PhD degree, full-time students must successfully complete the following course and exam requirements within the time limits specified by the SSW (below) and the Graduate College (see [Manual of Rules and Regulations, Section XII](#))

Degree Requirement	SSW Time Limit
1. Successfully complete a minimum of 78 s. h. of required coursework	Successfully complete all required courses in the Academic plan, except the Thesis Writing Seminar, by the end of the spring semester of the second year.
2. Successfully present a comprehensive exam proposal, complete a comprehensive examination paper, and defend the exam.	<ul style="list-style-type: none"> • Receive approval to begin the exam by May 15 of the second year (approved proposal) • Submit the written exam by August 15 of the second year to committee members and the director of the PhD program • Defend the exam by September 15
3. Successfully present a dissertation proposal	Submit the proposal to begin the dissertation by March 15 and receive approval by May 15 of the third year
4. Successfully complete a dissertation and defend it	Successfully defend the dissertation (final examination) by the end of the spring semester of the fifth year

D. Credits and Coursework

1. 78-Hour Credit Requirement

The PhD program in social work requires 78 s. h. towards the degree. Students, with approval, may apply up to 30 hours of credit from their master's degree. Students complete 48 hours of PhD-level approved credit for a minimum of 78 hours. Table 2 shows how PhD credit hours are

distributed across curricular areas.

Table 2. Require Distribution of Semester Hours by Curricular Area

Curricular Area	Number of Hours
Core curriculum	16
Electives	6
Concentration theory, research and elective	9
Research methods, statistics and data analysis	9
Dissertation hours	8
Subtotal	48
With approval, hours from the master's degree	30
Total	78

a. For Students with an MSW

Table 3 provides a summary of the typical curriculum for full-time students with an MSW.

Table 3. Plan for the PhD in the Four-year Program (Example)

Yr	Semester	Course Title	S.H.	Total
1	Fall	SSW:7800 Social work proseminar	1	
		Concentration elective	3	
		Concentration theory	3	
		Level 2 statistics	3	10
		Arrange teaching practicum		
	Spring	Concentration theory	3	
		Level 3 statistics	3	
		Teaching practicum	2	
		Teaching seminar	1	9
		Arrange research practicum		
	Summer	Research Practicum (enroll in fall)	3	3
2	Fall	SSW:7810: Conducting systematic literature review	3	
		Concentration research methods	3	
		Elective	3	9
	Spring	Elective	3	
		Statistics level 4 or research methods	3	6
		Write comprehensive exam proposal and receive approval by May 15		

	Summer	Write comprehensive exam paper and submit by August 15		
3	Fall	Thesis writing seminar	3	
		Dissertation	2	5
		Defend comprehensive exam by September 15*		
	Spring	Dissertation	2	2
		Defend dissertation proposal by March 15		
4	Fall	Dissertation	2	2
	Spring	Dissertation	2	2
		Defend dissertation*		
		Course hours, including Dissertation hours		48
		Hours applied from the master's degree		30
		TOTAL		78

*Students must be registered for at least 1 s. h. in the session they defend the comprehensive and final (dissertation) exam.

Table 4. Academic Plan for the PhD in the Five-year Program (Example 1)

Yr	Semester	Course Title	S.H.	Total
1	Fall	SSW:7800 Social work proseminar	1	
		Concentration theory	3	
		Level 2 statistics	3	7
		Arrange teaching practicum		
	Spring	Level 3 statistics	3	
		Teaching practicum	2	
		Teaching seminar	1	6
		Arrange research practicum		
	Summer	Research Practicum (enroll in fall)	3	3
2	Fall	SSW:7810: Conducting systematic literature review	3	
		Concentration elective	3	6
	Spring	Statistics level 4 or research methods	3	
		Concentration theory	3	6
3	Fall	Concentration research methods	3	

		Elective	3	6
	Spring	Elective	3	3
		Write comprehensive exam proposal and receive approval by May 15		
	Summer	Write comprehensive exam paper and submit by August 15		
4	Fall	Thesis writing seminar	3	
		Dissertation	2	5
		Defend comprehensive exam by September 15*		
	Spring	Dissertation	2	2
		Defend dissertation proposal by March 15		
5	Fall	Dissertation	2	2
	Spring	Dissertation	2	2
		Defend dissertation*		
		Course hours, including Dissertation hours		48
		Hours applied from the master's degree		30
		TOTAL		78

*Students must be registered for at least 1 s. h. in the session they defend the comprehensive and final (dissertation) exam.

b. For Students in the Combined MSW/PhD Program

The director of the PhD program works with each combined degree student to develop a Academic plan. Table 6 provides an example of the courses that a student interested in family-centered practice, and who does not have the BSW, would take over five years. Students with a BSW and/or who have taken extensive coursework in research and statistics can expect to complete the combined program in fewer semesters than students who do not have this background.

Table 5. Academic plan for Combined MSW/PhD students without a BA in Social Work (Example)

Semester	Number	Name	S.H.	Total
Fall YR 1	SSW:6100	Thinking Like a Social Worker	3	
	SSW:7800	<i>Social work proseminar</i>	1	
	SSW:6200	Development of Professional Use of Self	3	

	SSW:6300	Theory and Skills for Working with Individuals and Families	3	
	SSW:6400	Theory and Skills for Working with Organizations and Communities	3	13
Spring YR 1	SSW:6500	Social, Economic and Environmental Justice I	3	
		<i>Level 2 statistics</i>	3	
	SSW:6700	Generalist Practicum (300 hours)	3	
	SSW:6701	Generalist Practicum Seminar	1	
		<i>PhD course – concentration elective (counts for MSW electives)</i>	3*	13
		Arrange research practicum		
Summer		<i>Optional PhD electives or Research Practicum</i>	3*	
Fall YR 2	SSW:7310	Clinical Practice I: Treatment, Planning and Intervention	3	
	<i>SSW:7810</i>	<i>Conducting systematic literature review</i>	3	
	SSW:7500	Social, Economic and Environmental Justice II	3	
	SSW:7750	Practicum with Clinical Specialization (300 hours)	3	
	SSW:7601	Clinical Practicum Seminar I	1	13
Spring YR 2	SSW:7320	Clinical Practice II	3	
	SSW:7330	Clinical Practice III	3	
	SSW:7750	Practicum with Clinical Specialization (300 hours)	3	
		<i>PhD course – concentration theory</i>	3*	
	SSW:7602	Clinical Practicum Seminar II	1	13
TOTAL (*includes 9 s.h. MSW electives; PhD courses in italics)				54

-MSW Conferred-

Yr	Semester	Course Title	S.H.	Total
	Summer	Research Practicum if not completed earlier	3	3
		Arrange teaching practicum		
3	Fall	SSW: 7806 Teaching practicum	2	
		CLAS:5100 Teaching seminar	1	
		Concentration theory	3	
		SOC:6170: Introduction to Sociological Data Analysis	3	9

	Spring	SOC:6180: Linear Models in Sociological Research	3	
		Statistics level 4 or research methods	3	
		Elective	3	9
		Write comps exam proposal and receive approval by May 15		
	Summer	Write and submit comps exam paper by August 15		
4	Fall	Thesis writing seminar	3	
		Dissertation	2	5
		Defend comps exam paper by September 15 *		
	Spring	Dissertation	2	2
		Defend dissertation proposal by March 15		
5	Fall	Dissertation	2	2
	Spring	Dissertation	2	2
		Defend dissertation*		
		Post-MSW PhD Course hours, including Dissertation hours		32
		PhD hours in master's degree		16
		Hours applied from the master's degree		30
		TOTAL		78

*Students must be registered for at least 1 s. h. in the session they defend the comprehensive and final (dissertation) exam.

Students in the combined program take doctoral-level courses when appropriate to work toward both the MSW and PhD course requirements. Students must work closely with their advisors, the director of the doctoral program, and the program administrator to ensure that courses can be applied to the MSW and PhD.

c. For Students with a Master's Degree in a Related Discipline

Students with a master's degree in a related discipline, such as sociology or psychology, who do not want an MSW have the option of obtaining the PhD without obtaining an MSW. The School will determine, on a case-by-case basis, the extent of credit from a master's degree in a related discipline that is counted towards PhD hours. Students without an MSW must take SSW:6100: Thinking Like a Social Worker to orient them to the field.

Students who are interested in teaching in a school of social work in the United States should know that two years of social work employment completed post-MSW is a requirement to teach social work practice courses in CSWE-accredited programs. Many U.S. schools of social work require the MSW for all faculty. Thus, students may be disadvantaged on the job market if they

do not obtain these credentials.

2. Courses

a. Core Curriculum

Students are required to take the Social Work Proseminar, Conducting Systematic Reviews, Teaching Practicum, Teaching Seminar, Research Practicum, and Thesis Writing Seminar. Students are also required to take a theory course in social work or an outside discipline. Students may not waive or substitute core social work courses. PhD courses completed during the School of Social Work MSW Program may be applied to the PhD requirement with approval from the director of the PhD Program.

SSW:7800: Social Work Proseminar (1 s. h., S/U graded)

The proseminar orients new PhD students to the program and degree requirements, helps them formulate research questions, and introduces them to faculty research and interests.

Pre-requisite: None

Co-requisite: None

Requirements: Graduate students

Restricted: To majors

SSW:7803: Research Practicum (3 s. h., S/U graded)

Students work with faculty on various phases of the research process, including research design, measurement, sampling, data collection, data analysis, human subjects review and writing for publication.

Pre-requisite: None

Co-requisite: None

Requirements: Admission into the social work doctoral program and consent of instructor.

Restrictions: None

SSW:7804: Thesis Writing Seminar (2 - 3 s. h., letter graded)

The purpose of this seminar is to help students write their thesis, including writing an argument, synthesizing the literature and justifying their methods, and to help students develop their scientific communication skills, including defending their ideas at the proposal hearing and thesis defense. Assignments are linked to writing the thesis. To create a supportive environment, students learn to provide facilitative feedback to one another. To ensure that participants meet program requirements and deadlines, time management skills are discussed throughout the semester.

To fulfill requirements for the PhD in social work, students must enroll in Thesis Writing Seminar for 3 s. h. after defending the comprehensive examination proposal. Students interested in writing a manuscript for publication may also register for Thesis Writing Seminar for 2-3 s. h. with consent of instructor or PhD dissertation chair. Students develop an individualized contract with the instructor that describes the work that will be completed for each s. h.

Pre-requisite: None

Co-requisite: None

Requirements: Consent of the instructor

Restrictions: None

SSW:7806: Teaching Practicum (2 s. h., S/U graded)

This course prepares students to develop the knowledge, skills, and values needed to become effective, culturally competent educators through an applied teaching experience. Faculty mentors provide student-teachers ongoing instruction on how to teach and to assess their students' learning.

Pre-requisite: None

Co-requisite: None

Requirement: Admission into the social work doctoral program or consent of instructor.

Teaching Seminar

Restricted: None

CLAS: 5100: Practicum in College Teaching for TAs

This teaching seminar provides guidance for teaching assistants seeking introduction to teaching at college level; focus on practical pedagogical concerns, including how to structure a course, devise learning outcomes, develop a syllabus and a calendar of assignments, evaluate student work, and create a student-centered classroom with collaborative learning experiences; pre-semester intensive training session, weekly meetings during first month of semester, periodic meetings to address midterm and late-semester issues; concurrent with TA teaching assistantships.

Pre-requisite: None

Co-requisite: Teaching assistantship or teaching practicum

Requirement: None

Restrictions: None

SSW: 7810: Conducting Systematic Literature Review (3 s.h., letter graded)

In this course, students will learn how to design, conduct, and write scoping and systemic reviews of existing research literature. Students will learn the methods of reviews. Students will understand quality standards for reviews and apply those standards in order to critique reviews or review proposals

Pre-requisite: None

Co-requisite: None

Requirements: Admission into the social work doctoral program

Restricted: None

SSW:7830 (42:330): PhD Dissertation (12 or more s. h., S/U graded)

This repeatable course includes ongoing and substantial feedback to doctoral candidates on the development of their dissertation by their examination chair.

If you have not received permission from the instructor to add this section, your enrollment will be administratively dropped.

Pre-requisite: SSW:7800, SSW:7801, SSW:7803, SSW:7806, SSW:7807

Co-requisite: None

Requirements: Admission into the social work doctoral program and submission of the comprehensive exam.

Restrictions: None

Repeatable: Yes – Once

b. Concentration (9 s. h., letter graded)

Students are required to take one research methods course (3 s. h.), one theory course (3 s. h.) and one 5000 level or higher elective (3 s. h.) in one concentration: education, psychology, sociology or public health. These three courses (9 s. h.) fulfill the concentration requirement. If students do not take a theory course in social work, they should take an additional theory course in their concentration.

Concentration Research Courses: Examples (as of June 2023)

Education

[EPLS:6206](#) Research Process and Design 3 s.h.

[EPLS:7373](#) Qualitative Research Design and Methods 3 s.h.

[EPLS:7392](#) Mixed Methods Research 3 s.h.

[EPLS:6352](#) Action Research in Educational Settings 3 s.h.

[EPLS:6370](#) Quantitative Methods for Policy Analysis 3 s.h.

[PSQF:7331](#) Qualitative Educational Research Methods 3 s.h.

[PSQF:6246](#) Design of Experiments 3 s.h. (recommended for students conducting experimental dissertation)

Sociology

[SOC:7175](#) Social Science Research: Big Data 3 s.h.

Public Health

[CBH:6335](#) Research Methods in Community and Behavioral Health 3 s.h.

[CBH:7200](#) Advanced Intervention Research 3 s.h.

[CBH:6115](#) Ethnographic Field Methods 3 s.h.

[CBH:5310](#) Qualitative Research for Public Health 3 s.h.

[HMP:7950](#) Design Issues in Health Service Research 3 s.h.

[HMP:7960](#) Analytic Issues in Health Services Research I 3 s.h.

Concentration Theory Courses: Examples (as of June 2023)

Selected with approval of the student's advisor. Students should investigate potential theory courses by obtaining course descriptions, course outlines, and/or contacting instructors for more information, and share this information with their advisors.

Education

[EPLS:5247](#) Multiculturalism in Higher Education 3 s.h.

[EPLS:6224](#) Organizational Theory and Administrative Behavior 3 s.h.

Psychology[PSY:5203](#) Fundamental Neurobiology I 3 s.h.Sociology[SOC:5310](#) Gender Theory 3 s.h.[SOC:5510](#) Sociology of Health 3 s.h.[SOC:6110](#) Theory Construction and Analysis 3 s.h. (Recommended)[SOC:6140](#) Seminar: Selected Topics in Sociological Theory 3 s.h.[SOC:6210](#) Contemporary Approaches to Social Psychology 3 s.h.Public Health[HMP:7250](#) Organizational Behavior and Theory in Health Care 3 s.h.[CBH:7300](#) Advanced Behavioral Theories 3 s.h.**Concentration Electives**

Selected with approval of the student's advisor

c. Electives (6 s. h., letter graded)

In addition to the one elective taken in the concentration, students take two electives (6 s. h.) in any department including social work. Students work with their advisors to select 6 s. h. electives related to their research interest and comprehensive examination topic. Advisors must approve all electives. *All* electives must focus on theory, writing and/or research. Electives help students further develop specialized knowledge and expertise in a research area (e.g., substance abuse, child welfare, domestic violence). Consequently, practice and policy courses that focus on practice skill development, such as individual or group counseling or therapy courses, may NOT be applied toward the PhD semester hours of the degree

d. Research Methods, Statistics and Data Analysis (9 s. h., letter graded)

Students must take 9 additional s. h. in statistical methods and data analysis: select one course from Level 2, Level 3, and Level 4 (below). This includes six s. h. in the first year and three s. h. in the second year. Students complete an introductory (Level 1) statistics course prior to entering the PhD program. A Level 4 statistics course can be substituted with a research methods course or qualitative or mixed methods course.

Level 1[PSQF:4143 \(7P:143\)](#): Introduction to Statistical Methods (or equivalent)**Level 2: Select One**[SOC:6170 \(34:214\)](#): Introduction to Sociological Data Analysis[PSQF:6243 \(7P:243\)](#): Intermediate Statistics**Level 3: Select One**

SOC:6180 (34:216): Linear Models in Sociological Research
 PSQF:6244 (7P:244): Correlation and Regression

Level 4/Methods: Select One

Qualitative/Mixed Methods

SOC:6175 (34:213): Qualitative Methods
 EPLS:7373 (7B:373): Qualitative Research Design and Methods
 PSQF:7331 (7P:331): Qualitative Educational Research Methods: Special Topics: Qualitative Educational Research Methods
 EDTL:7070 (07S:370) Qualitative Methods in Literacy Research
 EDTL:7410: Mixed Methods Research
 RCE:7338 (7C:338): Essentials of Qualitative Inquiry
 NURS:7001 (96:342): Qualitative Research
 CBH:5310 (172:183): Qualitative Research for Public Health
 ANTH:6115 (113:202): Ethnographic Field Methods
 MGMT:7124: Methods for Qualitative Research

Program Evaluation

PSQF:6265 (7P:265): Program Evaluation
 CBH:5305 (172: 181) Evaluation: Theory and Applications

Survey/Mmeasurement/ Instruments

EPLS 6209 Survey Research and Design
 PSQF:6255 (7P:255): Construction and Use of Evaluation Instruments
 PSQF:6257 (7P:257): Educational Measurement and Evaluation Using Standardized Instruments
 SOC 5160 Sampling, Measurement, and Observation Techniques
 MGMT:7160 (6J:273): Measurement Theory and Methods

Advanced Modeling

SOC:7170 (34:218): Advanced Statistic Modeling of Data
 SOC:7180 (34:219): Selected Topics in Research Methods and Data Analysis
 PSQF:6245 (7P:245): Applied Multivariate Analysis
 PSQF:6246 (7P:246): Design of Experiments
 PSQF:6249 (7P:249): Factor Analysis and Structural Equation Modeling
 EPLS:5240 (7P: 240) Topics in Education: Multilevel Modeling (Prerequisites: PSQF: 6243)

e. Course Substitutions, Exceptions, and Independent Study

1. Course substitutions. Under unusual circumstance, students may petition to take fewer than 9 s. h. in their concentration. Students must complete the course substitution form (Appendix) and submit it to the director of the doctoral program by November 1 for a spring course and April 1 for a fall course.

2. 4000-level course rule. Occasionally, students are not able to identify a sufficient number of courses in their research area at the 5000-level or higher (e.g., substance abuse). If this occurs, then students may apply one 4000-level course toward the PhD degree. The course must be approved by the student's advisor and noted on the student's Course Plan.

3. Courses within the School. Occasionally, MSW-level graduate courses within the School of Social Work meet the criteria for a PhD-level course. Talk to the director of the PhD program about this possibility. These courses do not fulfill the elective requirement in the concentration but could be applied to the additional elective requirement.

4. Independent study. Occasionally, doctoral students are unable to enroll in coursework related to their area of research. In these cases, an independent study is appropriate. Students may take one independent study ([SSW:7271 Individual Study](#)) for 3 s. h. under the supervision of a UI tenured or tenure-track faculty member and apply it to the elective requirement.

An independent study in the students' concentration can be used toward the elective requirement in their concentration. An independent study course that is not in their concentration, including social work, can be used toward their 6 s. h. additional elective hours. All students completing an independent study regardless of department must complete a leaning contract (see appendix for the PhD-level independent study contract template). The contract must be completed and signed before or during the first week of the semester in which the student is registered for the independent study.

The independent study contract will specify:

1. The specific question or problem that you will address.
2. Your rationale for taking the independent study. How will the independent study advance your doctoral studies? For example, how does it relate to your comprehensive examination?
3. The number of times you will meet with the instructor (e.g., weekly).
4. The type of work that will be completed (e.g., paper(s), conduct interviews, develop an instrument, submit grant application, submit journal article).

The contract for the independent study will be approved and signed by the student and the student's adviser. If the independent study is taken in the School of Social Work, then the contract must be signed by the faculty member supervising the independent study.

INSTRUCTORS IN OTHER DEPARTMENTS DO NOT SIGN THIS FORM. The student is responsible for obtaining signatures and submitting the Independent Study Contract to PhD program director.

E. The Research Practicum

The research practicum is a 3 s. h. mentored experience designed to prepare students to conduct research independently. Faculty mentors must be a member of the Graduate College, have earned the PhD, and hold a regular primary or secondary appointment in the SSW. However, under unusual circumstances, a faculty member outside the School may be approved by the

director of the doctoral program.

The student is responsible for identifying a faculty mentor and for completing the Social Work Research Practicum Learning Contract (see appendix). The contract must be completed within the first week of the semester. The student is responsible for sending the contract to the director of the doctoral program who signs the contract to verify that the activities are likely to meet the course objectives. The student, in consultation with their mentor, is responsible for updating the contract and monitoring whether each activity is completed, is in progress, or is not completed.

The mentor is responsible for instructing the student, providing opportunities for the student to obtain the course objectives, and completing the evaluation tool. The mentor rates each learning objective in the learning contract at the end of each session and submits the final grade on MAUI. The student is responsible for sending the graded learning contract to the director of the doctoral program at the end of the practicum.

1. Activities

This course (a) builds on the methodological knowledge and skills acquired through the students' research and statistical courses, (b) increases students' understanding of various aspects of the research process from conceptualization of the research questions to dissemination of the findings, and (c) increases the students' ability to conduct research relevant to social work. When appropriate and feasible, instructors and students are encouraged to collaborate on jointly authored reports and manuscripts for publication.

2. Clock Hours

For 3 s. h., students are required to complete 192 clock hours (e.g., 12 clock hours/week for 16 weeks; 16 clock hour/week for 12 weeks; 24 clock hours/week for 8 weeks). Students may distribute the hours over two semesters and register for 1 – 2 s. h. per semester.

3. Evaluation

Students are graded by their mentors using the Satisfactory/Unsatisfactory grading system.

F. The Teaching Practicum

1. Activities

The Teaching Practicum prepares students to develop the knowledge, skills, and values needed to become effective, culturally competent educators through an applied teaching experience. Faculty mentors provide student-teachers ongoing instruction on how to teach and to assess students' learning.

A waiver for teaching practicum may be granted to doctoral students who have taught a social work related course in higher education setting. The Doctoral Studies Committee will make these decisions on a case-by-case basis. The Teaching Seminar (i.e., CLAS: 5100) may be also waived

based on DSC's evaluation.

Eligible Teaching Practicum mentors are faculty who hold primary or secondary regular, instructional, clinical, or tenure-track appointments in the SSW. However, under unusual circumstances, a faculty member outside the School may be approved by the director of the doctoral program.

The student is responsible for completing the Teaching Practicum Agreement form and sending it to the director of the doctoral program at least three weeks before the practicum begins. In the Agreement, the faculty member agrees to instruct the student and provide opportunities for the student to obtain the learning objectives. If the student is requesting an employment-based practicum, then the student, faculty mentor and director of the PhD program will meet to review the learning contract.

The faculty mentor and student teacher determine, in consultation with the director of the doctoral program, which activities will be used to meet each course objective (see Appendix for Teaching Practicum Learning Contract). An electronic/digital version of the learning contract must be completed by the end of the first week of the semester and sent to the director of the doctoral program who signs the contract to verify that the stated activities are likely to meet the course objectives.

Potential activities (in addition to those noted below) include selecting learning materials, meeting to receive feedback, assessing student learning, attending workshops (e.g., Center for Teaching, BUILD), and consulting with the Center for Teaching.

2. Clock Hours

- a. The teaching practicum requires 128 clock hours.
- b. At least 100 of the 128 clock hours should be devoted to planning, teaching and evaluating a specific course.
- c. At least 16 hours out of the 100 hours must include in classroom lecturing or facilitating discussion with a minimum of 3 hours of teaching allocated to lecturing. Students may count up to 3 hours of preparation for every 1 hour of lecture or discussion planned.
- d. No more than 24 hours may be allocated to meeting with students and grading assignments.

3. Evaluation

Students are evaluated by their faculty mentors using the Satisfactory/Unsatisfactory grading system. The student, in consultation with the mentor, is responsible for updating the contract and monitoring whether each activity is completed, is in progress, or is not completed. The mentor is responsible for rating each competency in the learning contract and submitting the final grade. The faculty mentor should establish and discuss with the student teacher their attendance policy

for the teaching portion of the practicum experience. The student is responsible for sending this form to the director of the doctoral program by the end of finals week. The faculty mentor submits the grade to the registrar.

4. Employment-Based Teaching Practicum

The primary purpose of an SSW teaching assistantship is to provide support for an academic course taught in the School. The primary purpose of the teaching practicum is to provide support to the teaching assistant. For some courses, a teaching assistant is needed to complete only a small set of activities, such as grading, meeting with students outside of class, and monitoring attendance and exams. In this case, the duties of the teaching assistant are not a good match with the teaching practicum competencies. However, when a teaching assistantship can support the student's development and meet required competencies, the student may apply for an employment-based teaching practicum.

To apply for an employment-based practicum, the student will speak to the prospective mentor about the possibility of applying some or all hours from the student's teaching assistantship to the teaching practicum. The teaching mentor may apply up to 128 clock hours from the teaching assistantship to the 128 clock hours required for the teaching practicum. Note that a 25% TA position is about 160 hours and a 50% TA is about 320 hours total for the semester.

When the teaching assistantship cannot provide all 128 clock hours, students will need to complete additional activities to meet the clock hour requirement. For example, if the mentor allows the student to count (double-dip) 100 hours from the assistantship, then the student would have to complete 28 practicum hours above and beyond the hours required for the assistantship.

The prospective teaching mentor will decide which competencies can be met through the teaching assistantship and must estimate how many hours from the teaching assistantship will be devoted to each competency. The estimated number of hours must be noted under each competency in the teaching contract. All other rules related to clock hours apply (see Section E.2.).

The assistantship and practicum must occur in the same semester.

To ensure the teaching assistantship will provide a quality teaching practicum experience, the PhD program director may meet with the student and faculty mentor to review and approve the learning contract.

G. The Comprehensive Examination

1. Introduction and Purpose

The primary goal of the comprehensive exam is to demonstrate mastery of knowledge in a research area. Mastery is demonstrated by understanding and critically analyzing, and synthesizing theory and research literature in a selected area of social work. The exam should

help students develop their dissertation research questions. The student writes a proposal before writing the exam. After the proposal is defended and approved by the committee, the student begins writing the exam independently. Four-year program students take the comprehensive exam the summer after their second year of courses.

This comprehensive exam supports the following major learning outcomes of the PhD Program in Social Work:

Students will:

- Locate their work in the intellectual landscape of social work.
- Critically analyze theories, practices, policies, and research in at least one specialized area of social work knowledge.
- Disseminate knowledge that contributes to the advancement of social work research, practice, and policy, including writing publishable, peer-reviewed manuscripts; presenting at local, national, and international conferences; or producing policy briefs or white papers.

The comprehensive exam is a paper and an oral defense of that paper. No student may earn course credit (e.g., dissertation hours) to complete the comprehensive exam.

Proposal

The student makes a case for the exam paper's research questions using theoretical and empirical literature. The student describes how they will substantially incorporate theory into the exam. For instance, a student may pose a question relevant to theory (e.g., What dominant theories are used in the literature to answer a question? Is the theory supported by empirical evidence?). The student justifies the review method to answer the central question(s), either a scoping review or a systematic review. Finally, the student includes the search strategy with specific search terms, databases, and inclusion and exclusion criteria. The proposal is between 8 and 10 double-spaced pages, excluding the bibliography, tables, and figures.

The committee chair and members may provide substantial feedback on the proposal. The exam paper must be independently written without consultation on its specific content and without writing or editorial assistance from anyone.

Exam

The comprehensive exam in social work is a written paper and an oral defense of that paper. The comprehensive exam paper is to be written solely by the student. Once the committee accepts the proposal, the student may not receive any further feedback from anyone, including faculty, writing coaches, editors, translators, other students.

The exam paper may not exceed 35 pages in length (double spaced, 12 point font with one-inch margins), excluding references, tables, and figures. The paper's content may be related to papers and other written documents used to fulfill degree requirements; however, the student cannot cut

and paste text from these documents into the comprehensive examination paper.

2. Committee Composition

a. Chair

The student selects their chair of comprehensive examination committee no later than the end of the first semester of their second year of doctoral study. The chair of the committee then becomes the student's advisor. The student notifies the director of the doctoral program of this change. The remaining members of the comprehensive examination committee are selected in consultation with their chair.

The chair works with the student to prepare the comprehensive examination timeline and proposal. This process typically takes several meetings over 2–3 months. Beginning the process in the first semester of the second year of doctoral study is highly recommended. Assistance from the chair should include help in defining the focus of the examination, identifying the research question and relevant theoretical and empirical literature, and ensuring the argument for the proposed exam is sound.

Before the student sends out the final version of the proposal, the chair is responsible for making sure that the proposal appears to meet the evaluation criteria for the exam and that the scope is such that under ordinary circumstances (i.e., where the student devotes approximately 20 hours/week to complete the exam over several months), the exam could be completed within the time between the proposal acceptance and submission of the exam.

b. Committee Members

The committee should be four members, more members may be added, though the student and chair should consult [Table 2](#) of the Graduate College Manual of Rules and Regulations for implications of larger committees. The student's committee consists of graduate faculty members unless an exception is approved by the Graduate College (see below for potential exceptions). Graduate faculty are tenured and tenure-track faculty members at the University of Iowa in the ranks of assistant, associate, or full professor. The SSW requires at least three committee members are faculty with regular primary or secondary appointments in the SSW. The SSW requires at least one member is from the student's concentration. Students typically meet with all members individually before the meeting to develop the proposal and obtain signatures on the Agreement to Serve on the Comprehensive Examination Committee form.

To ensure that the committee's composition meets applicable SSW and Graduate College rules, and/or to provide time to petition to the Graduate College for an exception, the student should finalize committee members and give the signed Agreement to Serve on the Comprehensive Examination form to the director of PhD program by December 1st.

Members should be selected based on their ability to assist students in developing their knowledge in a substantive area of the student's research or who have methodological, statistical,

or data analysis skills consistent with the student's planned dissertation research.

c. Role of the Director of the Doctoral Program

The student recommends the chair and committee members to the director of the doctoral program (see Agreement to Serve on the Comprehensive Examination form in Appendix). The director of the doctoral program then approves the composition of the committee, using the guidelines (below) and selection criteria discussed (above), and makes a recommendation to the Graduate College for final approval.

Emeritus faculty. One recently retired emeritus faculty can serve as a fifth member on the student's doctoral committee. Departments must request Graduate College permission to include an emeritus faculty.

Non-UI scholars. Departments must request Graduate College permission to include a recognized scholar (including former UI faculty) of professional rank from another academic institution as a fourth member.

Non-graduate faculty. Departments must request Graduate College permission to include a clinical, instructional track faculty in social work or the concentration.

3. Timeline

Proposal. The comprehensive exam proposal meeting must occur between March 1st and April 15th of the semester before the summer when the student writes the exam. Students are strongly recommended to work on and complete the first draft of the proposal during the winter break before the proposal meeting and have the proposal meeting before April 1st to allow enough time for a second proposal meeting during the spring semester if needed. Students may begin writing the exam after it is approved. Students devote approximately half-time effort (20 hours/week) for 12 weeks to completing the exam. The PhD program director will write a letter of concern if the proposal is not approved by April 15th. Failure to defend the proposal by May 15th may result in postponing the proposal meeting for a year, withholding financial support, and/or dismissal from the program. (Students have the opportunity to appeal these decisions (and other decisions which may result in a dismissal), see the "[Problem Resolution](#)" policy of the school of social work as well as the Graduate College grievance procedure).

Exam. The student submits the written comprehensive exam electronically to the director of the doctoral studies program and each of their committee members on or before 11:59 pm on **August 15**. If the exam is not turned in at all or it is late, an unsatisfactory will be entered into the Report of Doctoral Comprehensive Examination form by each member of the examination committee, and the PhD program director will write a letter of concern. In extenuating circumstances (e.g., hospitalization, death of a family member), the student may petition for an extension before the proposal or the paper is due. See appendix for form and the section "Student-Initiated changes to the Academic Plan."

The examination defense must occur on or before **September 15**.

Table 8 provides an example of a timeline for the completion of the exam process. The timeline should be developed by the student with consultation from the chair as early as possible in the Fall semester before the comprehensive examination proposal meeting. The development of the proposal may begin at any time; however, earlier planning can help ensure a successful examination. Typically, students begin meeting with their examination chair in the Fall semester before their comprehensive exam proposal meeting.

Table 8. Example Comprehensive Exam Timeline (the student should consult with their chair to create a personalized timeline)

Due	Student Activity	Faculty Activity
November 1 st	Select a faculty member to chair the exam committee Meet with chair to brainstorm topic and questions and to develop a spring semester timeline (note that the timeline provided here is sparse—most students need more support)	
November 15 th	Ask members in person to serve on comprehensive exam committee	
December 1 st	Finalize committee members and discuss topic of comps with members Give the signed “Agreement to Serve” form to the director of PhD program to approve	All committee members sign SSW “Agreement to Serve” form.
January 20 th	Submit first draft of comps proposal (e.g., four-page draft of topic and questions) to chair for preliminary comments	
By January 30 th	Chair and student meet to discuss chair’s comments and agree on changes Follow up with committee members about the question(s), contact members regarding availability, and set proposal meeting time and location	
February 10 th	Second draft due to chair	

By February 16 th	Chair and student meet to review comments about the second draft	
By February 28 th	<p>After chair approves the draft proposal, the student meets individually with each committee member to receive feedback on the draft proposal</p> <p>Prepare final version of proposal to be sent to committee</p>	<p>Chair completes SSW form “Comprehensive Examination Checklist,” and student gives to director of doctoral program</p> <p>Chair sends comprehensive exam guidelines to members and explains process to members</p>
March 1 st to April 15 th (Students are encouraged to schedule meeting before April 1 st)	<p>Proposal defense meeting (final proposal must be submitted to committee members two weeks before meeting)</p> <p>Schedule date and location of fall exam defense; ask members if it is okay to send electronic copy. If not, plan to deliver paper copy</p>	<p>Chair brings SSW form “Approval of the Comprehensive Exam” to meeting; all members sign (virtual signatures are acceptable); and set date of fall exam.</p> <p>Chair gives the form to Program Administrator as soon as possible.</p> <p>Program Administrator submits the Plan of Study and Request for Exam electronically through the Graduate College workflow. This form requires the committee member names, exam title, and date of the exam.</p>
	Register for PhD Dissertation hours with chair (2 s. h.) and Thesis Writing Seminar (3 s. h.) in the fall semester	
August 15th	Turn in examination electronically to the director of the doctoral program and each of the committee members	
August 17 th	Meet with chair about Dissertation Hours Contract, and get signature from chair and director of the doctoral program	
August 24 th	<p>Begin Fall classes, including Thesis Writing Seminar</p> <p>Need to have list of research questions and hypotheses, if applicable, for Thesis Seminar</p>	
By Sept 15th	Oral defense of exam	Via Universal Workflow, all members vote and sign electronically. If reservations, chair drafts statement and sends to program administrator within 2

		weeks.
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4. Criteria for Evaluating the Proposal

The proposal is essentially a contract between the student and the committee. The proposal details exactly what the student will accomplish in the Comprehensive Examination paper. The proposal includes:

- ☐ The topic or problem
 - The relevance to social work is briefly articulated.
 - The relevance to anti-racism, diversity, equity, and inclusion is described.
- ☐ The research questions (and hypotheses if relevant) that will be answered. The questions must address a gap in the literature and be justified based on empirical and/or theoretical literature.
 - A rationale/justification for the research questions is based on empirical or theoretical literature
 - At least one question evaluates the quality and adequacy of the literature. The method of appraisal of the quality and adequacy is specified.
 - At least one question is explanatory (versus descriptive).
- ☐ Plan to substantially address theory and incorporate theory with findings.
 - For example, one question is theory-focused.
 - In another example, if the literature is not sufficiently theoretical, the student plans to describe and apply two relevant theories that inform the research questions.
- ☐ A justification of the type of review (i.e., scoping or systematic)
- ☐ A search strategy that is comprehensive and interdisciplinary. It includes current, state-of-the-art literature. It includes literature from social work and related professional and social science fields. A partially completed PRISMA diagram is included that will be used to document the search. The search strategy is described in detail. Describe and justify:
 - The databases that will be searched
 - The search terms
 - Eligibility requirements
 - Inclusion and exclusion criteria for papers

Additionally, the proposal will be evaluated by the following criteria:

- ☐ The proposal is cohesive and logical. There is a logical sequence of ideas within and between sections. The proposal is one fully integrated, coherent paper, not a series of unrelated entries on the topic.
- ☐ The proposal is well written and adheres to APA style guidelines. It demonstrates the ability to communicate effectively and reflects careful attention to scholarly style, clarity, organization and logic, and spelling and grammar. The expected citation and reference form is specified in the most recent *Publication Manual of the American Psychological Association*.

5. Criteria for Evaluating the Exam Paper

The committee will use the following criteria to evaluate the exam:

Grading Criteria
<p>1. Sufficiency of literature search</p> <p>Were the topic, research questions, and/or objectives of the review well described?</p> <p>Was the search strategy process adequately described (i.e., keywords, databases searched, eligibility criteria, inclusion/exclusion of studies)?</p> <p>Was a PRISMA Diagram included to detail the search process (detailing the inclusion and exclusion of studies from beginning to end of the search and review)?</p> <p>Did the selected studies adequately reflect the topic, research questions, and/or objectives of the review?</p> <p>Were the selected studies current and interdisciplinary, including literature from social work and related social sciences?</p>
<p>2. Tables and figures (graphs and plots)</p> <p>Did the table of research studies describe and summarize all the important elements of studies?</p> <p>If figures are included, did they appropriately highlight or compare aspects of the studies reviewed (e.g., Forest Plot for comparing effect sizes)?</p>
<p>3. Writing and APA format (7th Edition)</p> <p><u>Did the paper follow a standard outline of a review paper</u> with the following major sections?</p> <ol style="list-style-type: none"> 1. First page: title and author 2. Structured abstract 3. Background 4. Research questions and objectives of the review 5. Methods sections 6. Results section 7. Discussion and Implications for Research, Policy, and Practice (include dissertation research questions) 8. Conclusions 9. References 10. Tables

11. Figures

Did the paper follow standard APA guidelines for style, grammar, spelling, quotations, tables, in-text citations, references, etc.?

Was the exam 35 pages, excluding tables, figures, and references?

The review is cohesive and logical. There is a logical sequence of ideas within and between sections. The exam is one fully integrated, coherent paper, not a series of unrelated entries on the topic.

4. Theory

Did the paper ask a research question that is relevant to theory?

OR

Was there adequate attention to theory in the review? If the articles reviewed did not adequately address theory, then the Discussion section must include a subsection in which theory is brought in to inform the empirical findings (e.g., theory is used to identify the problem and understand the nature of the problem; theory provides an explanation for relationships; theory offers a conceptual scheme by which the relevant information is evaluated and synthesized; theory points to gap in knowledge). This section should be substantial—3 pages or more.)

5. Research: Accuracy of synthesis and conclusions

Were the results of the research and summary adequately presented?

Was the methodological quality of the studies adequately discussed or addressed (e.g., general quality of studies, compare quality across studies, discussion of methodological strengths and limitations)?

Was attention to anti-racism, diversity, equity, and inclusion in the literature critically appraised?

Was the summary of the main findings of the comps paper adequately presented?

Were the comps paper conclusions adequately supported?

Were the implications for research, policy, and practice adequately discussed? Are implications derived from this analysis?

<p>Were biases and/or limitations in the review process identified and adequately discussed?</p> <p>Was the (in)consistent use of terms (alignment with findings and conclusions among studies or reviews/meta-summaries) discussed?</p>
<p>6. Potential dissertation topics</p> <p>Were possible dissertation topics presented, given the findings of the scoping or systematic review?</p>

6. Comprehensive Exam Proposal Meeting and Examination Defense Process

a. Before the Proposal Meeting

The student's chair completes the Comprehensive Exam Checklist (Appendix) prior to the student distributing their final proposal. After the chair approves the proposal and completes the checklist, the student gives members an electronic copy of their proposal. Students must give members two weeks to read the proposal. The chair is responsible for sharing information with the committee members prior to the meeting on the examination process and criteria for evaluating the proposal and exam.

b. Proposal Meeting

We expect all members to be present at the proposal meeting. If there is an emergency and a member cannot be present, then the student will determine whether the proposal meeting will occur at that time. The final version of the proposal must be approved by all of the committee members. Approval is based on the criteria listed above.

There are three possible outcomes of the proposal meeting:

Satisfactory. The proposal is approved, and the student writes the exam.

Unsatisfactory with option to re-present proposal once. Two unsatisfactory votes (3 unsatisfactory votes with a 6-7 member committee) will make the committee report unsatisfactory. If the committee decides to allow the student to repeat the presentation of the proposal, the presentation may be repeated once. If the second presentation is still unsatisfactory or the proposal is not approved by May 15, the director of the PhD program writes a Letter of Dismissal.

Unsatisfactory without the option to re-present the proposal. Two unsatisfactory votes will make the committee report unsatisfactory (3 unsatisfactory votes with a 6-7 member committee). If the committee decides the proposal does not merit a second presentation, the committee chair

notifies the director of the PhD program who writes a Letter of Dismissal.

At the comprehensive exam proposal meeting, the chair obtains the signatures of committee members on the Approval of the Comprehensive Examination Proposal form. The student and the committee also schedule the date of the examination defense and record it on this form. The chair gives this form to the director of the PhD program and Program Administrator as soon as possible following the proposal meeting.

After the student's proposal is approved by their committee, the program administrator completes the student's Graduate College Doctoral Plan of Study and Request for Doctoral Comprehensive Examination via workflow, and submits them to the Graduate College for permission to take the exam.

c. Before the Comprehensive Exam Defense

Students must be registered for at least 1 s. h. in the semester in which they defend the comprehensive exam.

The oral defense portion of the examination will ordinarily be scheduled for a one-and-a-half-hour block of time. An electronic copy of the written exam must be submitted to committee members by August 15th and at least two weeks prior to the oral defense. If the exam is not turned in at all or it is late, the exam is automatically unsatisfactory. In extenuating circumstances (e.g., hospitalization, death of a family member) that prevent the student from turning the exam on time, the student should contact the chair and the PhD program director at least one week before the due date of the written exam. The oral defense of the comprehensive exam should occur by September 15th.

The chair is responsible for sharing information with the committee members prior to the exam on the examination process, criteria for evaluating the exam, and soliciting whether members have major concerns about the exam in advance of the meeting. If the member has a major concern about the document, the chair should ask the members to notify the chair at least 3 business days before the meeting.

d. Evaluation of the Paper and Oral Defense

The comprehensive exam includes a paper and an oral defense. The criteria for evaluating the paper are listed above ("Criteria for Evaluating the Exam Paper"). The defense includes an intensive and critical inquiry by members of the doctoral committee about theory, research, and policy/practice.

On the oral defense day, the committee meets privately to decide whether the student will be allowed to defend their examination on that day. Two votes (three votes if the committee consists of 6-7 members) of not proceeding with the oral defense will result in the cancellation of the oral defense on that day and an unsatisfactory exam (see below).

There are four possible outcomes of the comprehensive examination: satisfactory, reservations, unsatisfactory with an option to retake, and unsatisfactory without an option to retake.

Satisfactory. The exam is satisfactory when 2/3rds of committee members evaluate the written exam and the oral defense of the written exam as satisfactory--the student passes and will be permitted to continue work toward the PhD. See [Table 2](#) of the Graduate College Manual of Rules and Regulations for detailed voting by committee size for a satisfactory, or pass.

Reservation. Two reservation votes (three votes if the committee consists of 6-7 members) will result in a “Reservation” for the committee report. Per the Graduate College, a vote of Reservations should only be used when the committee members agree that the deficiencies displayed in the student’s paper, oral defense, or both were modest, and can be readily rectified during the semester. If the committee believes that deficiencies are not “modest” and are unable to be rectified in the semester, then it is more appropriate to rate the exam as “unsatisfactory”.

In the event of a report with Reservation, the actions required of the student by the committee that are necessary to correct the deficiencies must be recorded by the chair, confirmed by the committee, and then submitted by the chair to the Graduate College with the examination report. The language describing the actions must be specific. According to the Graduate College rules, the statement must specify the time allowed for completion of the aforementioned actions. The chair must share copies of the statement with the student and the director of the PhD program. The committee must, when summarizing deficiencies, refer to the “Criteria for Evaluating the Exam Paper.” When an item includes more than one competency (e.g., evaluate the adequacy of research, theory, policy *and* practice), the committee must specify which part of the competency was not met.

In the School of Social Work, the student will be given an opportunity to eliminate the reservation in the semester in which they scheduled their defense (and by December 15, for students who defended in the fall semester).

If the revised paper is not turned in at all or it is late, the exam is automatically unsatisfactory. When the student turns in the revised paper, it is the responsibility of the committee chair to notify the program administrator and the PhD program director and report whether the reservation should be lifted (The committee can defer to the chair to make this decision, or can ask to be consulted before a final decision is made). If the candidate satisfies the required actions in the specified period of time, the chair notifies the program administrator and the program administrator will send a written report to the Graduate College indicating the date for which the examining committee considers the actions to have been satisfied. Upon approval of the Dean of the Graduate College, the comprehensive exam will be recorded as "Satisfactory" as of that date. If the actions are not satisfied on time, or if the actions are not of sufficient quality, the program administrator will send a written report to the Graduate College indicating that fact. Upon approval of the Dean of the Graduate College, the comprehensive exam will be recorded as "Unsatisfactory" as of that date.

Similar as receiving an Unsatisfactory upon the first submission of the exam, the student may or may not have the option of retaking the exam after receiving an Unsatisfactory on the revised paper. The student will not be admitted to the final oral examination of the dissertation until a grade of "Satisfactory" has been recorded for the comprehensive exam.

Unsatisfactory with or without the option to retake. Two unsatisfactory votes (three unsatisfactory votes if the committee consists of 6-7 members) will make the committee report unsatisfactory. A report of unsatisfactory can have two implications: 1) the student retakes the comprehensive exam (i.e., writing a new proposal, defending the proposal, writing a new exam paper, and defending the new paper), or 2) the student is dismissed from the program.

If the committee does permit the student to retake the exam, the student may not retake the exam sooner than four months after the unsatisfactory examination, but the student must retake the exam no later than one year after the first examination. The examination may be repeated only once. A written statement of which criteria are not met must be drafted by the chair, confirmed by the committee, and then submitted to the Graduate College. The committee does not provide feedback beyond stating which criteria were not met. The statement must specify the time allowed for retaking the exam. The chair shares copies of the statement with the student, program coordinator, and the director of the PhD program.

If the committee does not permit the student to retake the exam, the director of the PhD program writes a Letter of Dismissal. (Students have the opportunity to appeal these decisions (and other decisions which may result in a dismissal), see the "[Problem Resolution](#)" policy of the school of social work as well as the Graduate College grievance procedure).

For further details about the comprehensive exam, see the [Manual of Rules and Regulations of the Graduate College](#).

e. Post-Exam

The chair and committee members sign the exam report via Universal Workflow. In the case of a decision of unsatisfactory or reservations, the chair shares the report with the student and PhD program director as soon as possible, and within 2 weeks of the exam. The program director uploads the report to the Graduate College via Universal Workflow.

H. The PhD Dissertation and Final Examination

The dissertation allows students to demonstrate their conceptual and methodological ability and to make a significant contribution to the social work knowledge base. A broad range of contributions to knowledge are permitted and may include survey, experimental, ethnographic, and historical methods.

The dissertation process typically begins after students complete their comprehensive

examination. At that time, the student and their doctoral committee chair complete the Dissertation Hours (SSW:7830) Contract. A timetable must be updated every fall and spring semester in which the student is working toward completion of the dissertation. It is the responsibility of the student to set up an appointment with their chair. It is the responsibility of the student's chair to (a) ensure the plan includes the amount and type of work that will be completed toward the dissertation and (b) to submit a grade of Satisfactory only when students complete the work outlined in the contract.

1. Guidelines for the Dissertation Proposal

a. Content

The proposal must include the title page, abstract, first three chapters of the dissertation, references, and, if applicable, appendices. A typical proposal may include the subheadings listed below. Additional or different subheadings may be warranted to help the reader quickly locate specific information. The chair and student use their judgment as a guide to the number and type of subheadings to use.

Abstract

- The abstract is required and should be bound with the dissertation. The Graduate College also requires a separate abstract, not bound with the dissertation.

Chapter 1: Introduction

- Statement of the problem
- Purpose of the study
- Questions, hypotheses, or both
- Importance of the study to knowledge development. How does this study break new ground?
- Importance of the study to social work practice or policy
- Brief summary of each chapter

Chapter 2: Literature

- A theory, rationale or argument for each hypothesis. This item applies to both qualitative and quantitative studies that include hypotheses.
- Critical review of the empirical literature related to the students' research question(s) and/or hypotheses (if applicable)
- A clear statement on how the study will fill gaps in the theoretical, empirical and/or methodological literatures. This statement should go beyond the statement made in the Introduction on the importance of the study to knowledge development.
- Questions, hypotheses, or both. Discuss this item with your chair to determine where your research questions and hypotheses should be included. For example, some authors include their research questions in the Introduction and include detailed hypotheses at the end of Literature section. Alternatively, hypotheses may be summarized in the Introduction and then further explicated in the literature review.

Chapter 3: Methods

- Design, sample, data collection procedures, measures, and data analysis. If applicable, the statistics that will be used to analyze these data
- Potential limitations using these methods
- If applicable, the procedures for the protection of human subjects. If human subjects are used in the study, guidelines for the University's protection of human subjects must be followed and appropriate forms filed and approved before collecting data. These can be found on the web at <http://research.uiowa.edu/hso/>. If data are being collected from an organization other than The University of Iowa, written permission from the agency is needed as part of the University's human subjects review process.

References

Appendices

- Draft of correspondence with respondents, consent form, instrument, etc.

b. Format

The format and style of the dissertation must conform to guidelines provided on the Graduate College's [Thesis and Dissertation](#) website. To avoid unnecessary revisions, it is important to understand the College's formatting rules prior to writing the proposal. The College provides an electronic template to format the dissertation. Students should carefully review the [Thesis and Dissertation](#) website and download the Thesis Template before beginning the dissertation proposal. When Graduate College style rules do not apply, the dissertation must follow the style guidelines presented in the most recent *Publication Manual of the American Psychological Association*.

c. Length

Dissertations vary considerably in length but typically range between 100 – 200 pages, without references, appendices, tables and figures.

d. Costs

Dissertation expenses related to, for example, data collection and photocopying are the responsibility of the student. However, the School may be able to provide some financial support. Queries should be directed to the director of the doctoral program. Nonrefundable fees are charged each doctoral candidate to cover processing and publication costs of the dissertation and abstract.

e. Time to Complete

The final oral examination may not be held until the next session after passing the comprehensive examination. The Graduate College states that students must pass the final examination no later than five years after passing the comprehensive examination. The SSW

expects students to complete the dissertation within 18 months of completing the proposal meeting.

2. Guidelines for the Dissertation

Prior to the final exam, students revise the chapters that were included in their proposal and write the Results and Discussion chapters. Although the number and types of chapters vary among dissertations, a typical dissertation includes two additional chapters and the following subheadings:

Chapter 4: Results

Chapter 5: Discussion

- Summary
- Interpretation – May be included in the Results, Discussion, or both chapters
- Strengths and Limitations
- Recommendation for Future Research
- Recommendations – Policy, practice, and/or social work education
- Conclusions

References

Appendices

- Correspondence with participants
- Consent form(s)
- Instrument

Tables may be included in the text or placed after the appendices

3. The Final Examination Process

a. Committee Membership

For most students, members of their doctoral committee will be responsible for both the evaluation of the comprehensive examination and the final examination (dissertation and defense). However, under several circumstances, the committee may be reconstituted. For example, if the committee does not include a person who has the methodological expertise to assist the student, a member may be added and/or dropped. Therefore, students must meet with all members individually prior to the proposal defense to discuss the proposal and to obtain signatures on the Agreement to Serve on the Final Examination Committee form. Students are strongly encouraged to meet with all members prior to the proposal meeting to discuss their research questions, theory, data source, data collection plan, and data analysis plan.

b. The Proposal Meeting

Students are responsible for scheduling the proposal meeting after their chair has approved the proposal. The meeting should be scheduled at least four weeks prior to the meeting, and the members should receive an electronic copy of the proposal at least two weeks prior to the meeting. Unlike the comprehensive examination, committee members may provide feedback *both* prior to and after the proposal meeting.

Sometimes students choose to convene a pre-proposal meeting to get direction and feedback from all members at one point in time. At a pre-proposal meeting, students typically provide an outline of the proposal that summarizes the purpose of the research, including research questions and/or hypotheses and the methods section, including design, data collection procedures, and measures.

Students present the proposed research orally at the dissertation proposal meeting to members of the doctoral committee. The proposal must be approved by all of the committee members at the proposal meeting.

There are three possible outcomes of the meeting:

Satisfactory. The proposal is approved, and the student submits the proposal for human subjects review.

Unsatisfactory with option to re-present proposal once. Two unsatisfactory votes will make the committee report unsatisfactory. The presentation may be repeated once. If the student has an advancement contract, the examination chair will contact the director of the PhD program to determine whether the contract provides sufficient time to re-present the proposal. If there is insufficient time to re-present the proposal, the director of the PhD program writes a Letter of Dismissal.

Unsatisfactory without the option to re-present the proposal. Two unsatisfactory votes will make the committee report unsatisfactory. The committee chair notifies the director of the PhD program who writes a Letter of Dismissal.

The chair obtains signatures of committee members on the Approval of the Dissertation Proposal form and gives it to the director of the PhD program immediately following the proposal meeting.

c. The Final Examination (Dissertation Defense)

Because there is likely to be a substantial amount of time between the proposal meeting and the final examination (i.e., the dissertation defense), the student and/or chair must notify the program administrator at the beginning of the session that the student intends to graduate. When the defense is scheduled, the program administrator will submit the Exam request through the

Graduate College workflow. To complete the form, the student needs to provide the name of the Chair and committee members, the dissertation title, and the date of the oral defense. Students are responsible for scheduling the final oral examination. The student also needs to apply for degree through MyUI.

At the beginning of the session in which the final exam is completed, students must also set a timetable with their committee chair that includes necessary working meetings prior to the date of the oral final examination and the deposit deadline. The timetable should include all of the deadlines described below.

Students should give their chair a complete draft of the dissertation at least two months prior to the final exam for review. After receiving approval from the chair, the dissertation may be distributed to the committee members for review and comments. An electronic copy of the dissertation is given to the committee members at least two weeks prior to the date of the final exam (See also Graduate College Manual of Rules and Regulations, [Section XXI.M Dissertation for the Doctoral Degree](#)).

The defense of the final examination for the doctorate is open to the public. Members of the faculty of the Graduate College are especially invited to attend and, subject to the approval of the chair, to participate in the examination. The Doctoral Committee hears the student's defense of the dissertation at the final examination. All members must be present at the examination (a member unable to attend counts as a negative vote).

All members sign and vote on the final examination via DocuSign immediately following the final oral examination—it is due to the Graduate College office not later than 48 hours after the examination.

Provided the exam is satisfactory, students make all corrections required by their committee. One copy of the dissertation—complete, accurate and in final form, as judged by the chair—must be submitted via ProQuest on the established deposit deadline date for a given semester. For more information about the deposit process, please refer to the Graduate College's [Thesis and Dissertation](#) webpage.

In addition to the copies required by the Graduate College, the student will present one final electronic copy of the dissertation to the SSW for the permanent library file, and a copy to the chair and members.

4. Evaluation and Outcomes of the Final Examination

a. Evaluation of the Oral Final Examination

The defense includes an intensive and critical inquiry by members of the doctoral committee about the purposes, methods, results and implications of the dissertation research that is open to the public. Students are expected to respond to each question and are evaluated on their ability

to defend their dissertation. Editorial comments or suggestions about how to improve, for example, the organization or the clarity of the dissertation content should be written on the dissertation manuscript and addressed at the defense only after members have queried the student about the methods, results and implications of the research. Typically, but subject to the chair's approval, the chair may invite non-committee members to ask the student questions after committee members have concluded their inquiry.

b. Outcome of the Final Exam

The exam will be evaluated by the committee in private (without the student and non-committee members). The committee may go to another room or ask the student and non-committee members to leave the room. The final examination will be evaluated as satisfactory or unsatisfactory. At least 66% of the committee must vote favorably for a satisfactory, or pass (See [Table 2](#) of the Graduate College Manual of Rules and Regulations for exam results by committee size).

c. Unsatisfactory Final Exam

In the event of an unsatisfactory, the chair will notify the student, the director of the doctoral program and the program administrator in writing no later than 24 hours after the exam. The notification will include whether the student is eligible for reexamination. The report of the final examination is due in the Graduate College office via DocuSign not later than 48 hours after the examination.

If the committee recommends reexamination, the chair must record the actions required of the student that are necessary to correct the deficiencies in the exam. Copies of the written statement of necessary actions will be kept by the director of the PhD program, the chair of the examination committee, and the student. The language describing the actions must be specific.

In case of a report of unsatisfactory in the final examination, the candidate may not present themselves for reexamination until the next session. The examination may be repeated only once. Within 12 months following the date in which the original final examination defense was scheduled, the student must submit a written request, signed by the chair, to the director of the SSW to be reexamined. Reexamination must occur within 24 months following the date in which the original final examination occurred. The examination may be repeated only once.

Rights and Responsibilities of Doctoral Students

All University policies related to students' rights and responsibilities are available at <https://dos.uiowa.edu/policies/policies-related-to-student-rights-and-responsibilities/>. Student rights and responsibilities, including the University's policies on human rights, nonviolence, sexual harassment, sexual misconduct, and consensual relationships, are described at this site. Information on campus security and regulations governing student organizations are also described.

A. Advancement Standards

Advancement of students from one semester to the next is contingent upon meeting academic standards and standards of conduct each semester. Student progress is formally reviewed in the spring and in fall to determine whether students are making adequate progress in the program. Students are automatically advanced to the next semester by the director of their program unless they are notified by the director of the program to the contrary.

Students must meet the following academic standards and standards of conduct to advance in the program.

Academic Standards

1. Maintain a 3.0 GPA for courses included in the SSW PhD Academic Plan, an overall 3.0 GPA for graduate-level courses, and satisfactory performance for non-letter graded courses.

Graduate College. A doctoral student on regular status will be placed on probation by the Graduate College if, after completing nine semester hours of graduate work, the student's cumulative GPA on graduate work completed at the UI falls below 3.0. See Graduate College Manual of Rules and Regulations, [Section IV](#)

School of Social Work. If after 9 hours of graduate work, the student's GPA for the required courses listed on the academic plan (excludes courses taken to fulfill MSW requirements only and other non-required UI graduate-level courses) falls below 3.0, the student will be placed on departmental probation. If after completing 9 more s. h. of graduate work on the student's academic plan, the student's GPA is 3.0 or above, the student will no longer be on departmental probation. If after completing 9 more s. h. of graduate work on the student's academic plan, the student's GPA remains below 3.0, the student will be dismissed from the program and denied permission to reregister. If the student has fewer than 9 hours of coursework left in their Academic plan, then they may be dismissed from the program without a departmental probationary period.

If a student receives a grade of unsatisfactory in any required non-letter graded course, they will be placed on departmental probation and must retake the course when it is next offered.

2. Be registered full-time (a minimum of 9 s. h.) during the first three semesters, 6 s.h. in the fourth semester (fall and spring semesters) unless the student has an approved revised academic plan that extends coursework, and be registered for every following fall and for spring semester following a successful comprehensive exam

3. Successfully complete all required courses in the academic plan, except the Thesis Writing Seminar, by the end of the spring semester of the second year unless the student has an approved revised academic plan that extends this deadline.

4. Successfully complete the comprehensive exam proposal meeting by May 15 of the second year, submit the written comprehensive exam by August 15 to all committee members and the PhD program director, and successfully defend the comprehensive exam by the end of the fall semester of the third year unless the student has an approved revised academic plan that extends these deadlines.
5. Successfully defend the dissertation proposal within six months after submitting the written comprehensive exam paper unless the student has an approved revised academic plan that extends this deadline.
6. Successfully defend the dissertation (final examination) by the end of the spring semester of the fifth year unless the student has an approved revised academic plan that extends this deadline.
7. Demonstrate effective oral and written communication skills in English.

Standards of Conduct

8. Exhibit honesty and integrity in all aspects of the academic program. These behaviors include, but is not limited to, a prohibition on plagiarism. In cases of plagiarism, the Graduate College Plagiarism policy and procedures will be followed. *Plagiarism* is defined as “to take and use as one's own (the thoughts, writings, or inventions of another person); to copy (literary work or ideas) improperly or without acknowledgement; (occas.) to pass off as one's own the thoughts or work of (another)” (*Oxford English Dictionary Online*). Plagiarism is avoided by using proper bibliographic citation (See *APA Publication Manual*).
9. Demonstrate the skills, competencies, and behaviors expected of a professional in the field of social work. For example, communicate with instructors, supervisors, advisors, and program staff in a timely manner (e.g., respond to emails within 2 business days, notify of absences in advance); be on time for classes, meetings, and other obligations; and communicate respectfully and avoid unwarranted criticism of colleagues.
10. Adhere to all University of Iowa policies and procedures, including, but not limited to, the Code of Student Life, the Anti-Harassment Policy, the Sexual Misconduct Involving Students policy, and the Sexual Harassment Policy

B. Advancement, Probation and Dismissal

When students have not met or are unlikely to meet program standards, faculty members write a letter of concern. The PhD program director reviews the concern to determine its validity if a faculty member submits and the Departmental Executive Office (DEO) vets the concern if the PhD program director is the person with the concern. Submitting a letter of concern is the first step of the process of addressing concerns relating to student advancement. The next step is the

development of the advancement contract (described below). When a student does not meet all action steps in their advancement contract by stated deadlines, the director of the PhD program will begin the dismissal process. There are three exceptions to this rule:

- (a) If the student renegotiated the advancement contract PRIOR to deadlines. Renegotiation includes meeting with members of the advancement committee, rewriting the advancement contract and obtaining signatures;
- (b) If the student can document an emergency that prevented them from renegotiating the advancement contract before deadlines stated in the contract or that prevented completing an action in the contract before its' deadline; and/or
- (c) If the student believes someone violated, misinterpreted or improperly applied a University, Graduate College, or School procedure, rule, regulation, or policy during the advancement process that prevented them from meeting the advancement contract action steps and/or from renegotiating a new contract before the deadlines stated in the contract.

An emergency may, but need not, involve the student's physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. Students must speak with the director of the PhD program and their advisor to discuss how to document the emergency.

1. Faculty Letter of Concern, Probation, and the Advancement Meeting

A letter of concern is a formal process whereby the director of the PhD program or another faculty member notifies a student that they believe the student is not meeting a standard for advancement. If the director of the PhD program has a conflict of interest, then the DEO will appoint another faculty member to serve as acting director of the PhD program to serve throughout the advancement process.

The purpose of this process is to address academic performance or student conduct before the concern results in dismissal.

a. Letter of Concern. When a faculty member has a concern regarding a student's academic performance or conduct, the faculty member will write a letter of concern to the student and copy it to the student's advisor and the director of the PhD program. The letter will specify in what way(s) the author of the letter believes that the student is not meeting the School's standards. The letter will be emailed to the student's University of Iowa email address.

If a person has a concern that they believe is so egregious as to be grounds for immediate dismissal, they will notify the PhD program director and the DEO. The person with the concern will write a summary of the concern. If the PhD program director and DEO concur that the concern meets grounds for immediate dismissal, the PhD program director will write a Letter of Dismissal. The letter will describe how the student has not met the School's standards and be emailed to the student. The student has a right to grieve the dismissal (described below).

b. Advancement Meeting and Contract. The PhD program director, the faculty member with

the concern (if not the director), the student, and the student's advisor will meet to develop a plan to address the concern. The PhD program director will write an advancement contract, obtain signatures, and share via email with those in the meeting. The contract will state:

- i. the nature of the concern(s)
- ii. the actions to be taken by the student and, if applicable, others
- iii. the dates that each action must be completed
- iv. the date when the PhD program director and the faculty member with the concern will review the contract to determine whether all actions were completed satisfactorily.
- v. a statement that "the student is on departmental probation until the terms of the contract are met."

The contract must be signed by the student, the PhD program director, and the faculty member with the concern. By signing the contract, all signatories agree to the terms of the contract

c. Refusal to Meet or to Sign the Contract. If a student is unwilling to meet to develop an advancement contract or is unwilling to agree to the contract, the student may be dismissed after the Program director consults with CLAS and General Counsel.

d. Probation and Letter of Advancement with Probation. Students who have an advancement contract are on departmental probation. When a student has an approved advancement contract that extends past the current semester, the director of the PhD program will write a letter of advancement with departmental probation, stating the student is advanced to the next semester on a probationary basis. A student on probation will not be permitted to take the final examination or receive their degree.

e. Advancement Contract Evaluation. The PhD program director will, by the date specified in the contract, meet with the faculty member with the concern to evaluate whether the student satisfactorily completed all actions in the contract. If the student satisfactorily completes all actions by the agreed-upon dates, the PhD program director will notify the student by email (UI address) that they have met all conditions of the contract and are advanced to the subsequent semester.

The remediation contract may be altered:

1. If the student can document an emergency that prevented them from renegotiating the remediation contract before the deadlines stated in the Contract or that prevented them from completing an action in the Contract before its deadline. An emergency may, but need not, involve the student's physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. The student must speak with the PhD Program Director and their advisor to discuss how to document the emergency. Renegotiation may include meeting with the advancement committee, rewriting the remediation contract, and obtaining signatures.
2. If the student believes someone violated, misinterpreted, or improperly applied a University, College, or School procedure, rule, regulation, or policy during the

advancement process that prevented them from meeting all conditions of the remediation contract or from renegotiating a new contract before the deadlines stated in the Contract.

If the student has not satisfactorily completed all actions in the contract by the agreed-upon dates, the PhD program director begins the Letter of Dismissal process (see below).

2. Letter of Dismissal or Alternative Action

The director of the program will send an email to the student's University of Iowa email account informing the student they can meet with the program director prior to the director of the PhD program writing the letter of dismissal. If the student does not contact the director of the program to schedule an appointment within one week of the email, the director of the program will write and send the letter of dismissal.

If the student does meet with the PhD program director, the director of the doctoral program will hear any evidence that the student may offer relating to why the student believes they should be permitted to remain in the program. Following this meeting, the director of the program will take one of two actions (dismiss or alternative action):

Dismiss. If the PhD program director concludes the student did NOT complete all actions on time, and the director of the program does not believe that the evidence proffered by the student at the meeting warrants the student's continuation in the program, the director of the program writes a letter of dismissal to the student, and the student will not be permitted to re-register in the School of Social Work. The dismissal letter is sent to the student, the Director of the School, the person who wrote the Letter of Concern, the student's advisor, and the Graduate College. The letter is also placed in the student's file. The letter will be sent to the student by email (UI account) and by mail. The letter will state that the student has two weeks to initiate the grievance process by notifying the Director of the School in accordance with the grievance policy described below.

Alternative Action. The student did NOT complete all actions on time, but the director of the program concludes that good cause exists for the student to remain in the program. The director of the program may add conditions to the Contract for the student to remain in the program and the timeframe by which those conditions will be met. The director of the program will also clarify whether the student remains on departmental probation while an alternative action is being taken.

C. Dismissal, Confidentiality and Letters of Recommendation

All faculty, staff, and other school representatives will abide by all applicable privacy laws and rules, including and FERPA regulations regarding the disclosure of the fact that a student was dismissed from the social work PhD program. When students ask for letters of recommendation, staff or faculty members will:

1. ask for the request in writing,
2. ask the student to state whether the student waives the right to read the letter before the staff or faculty member submitting it, and
3. inform the student that a faculty or staff member may decline to provide a letter of reference for the student.

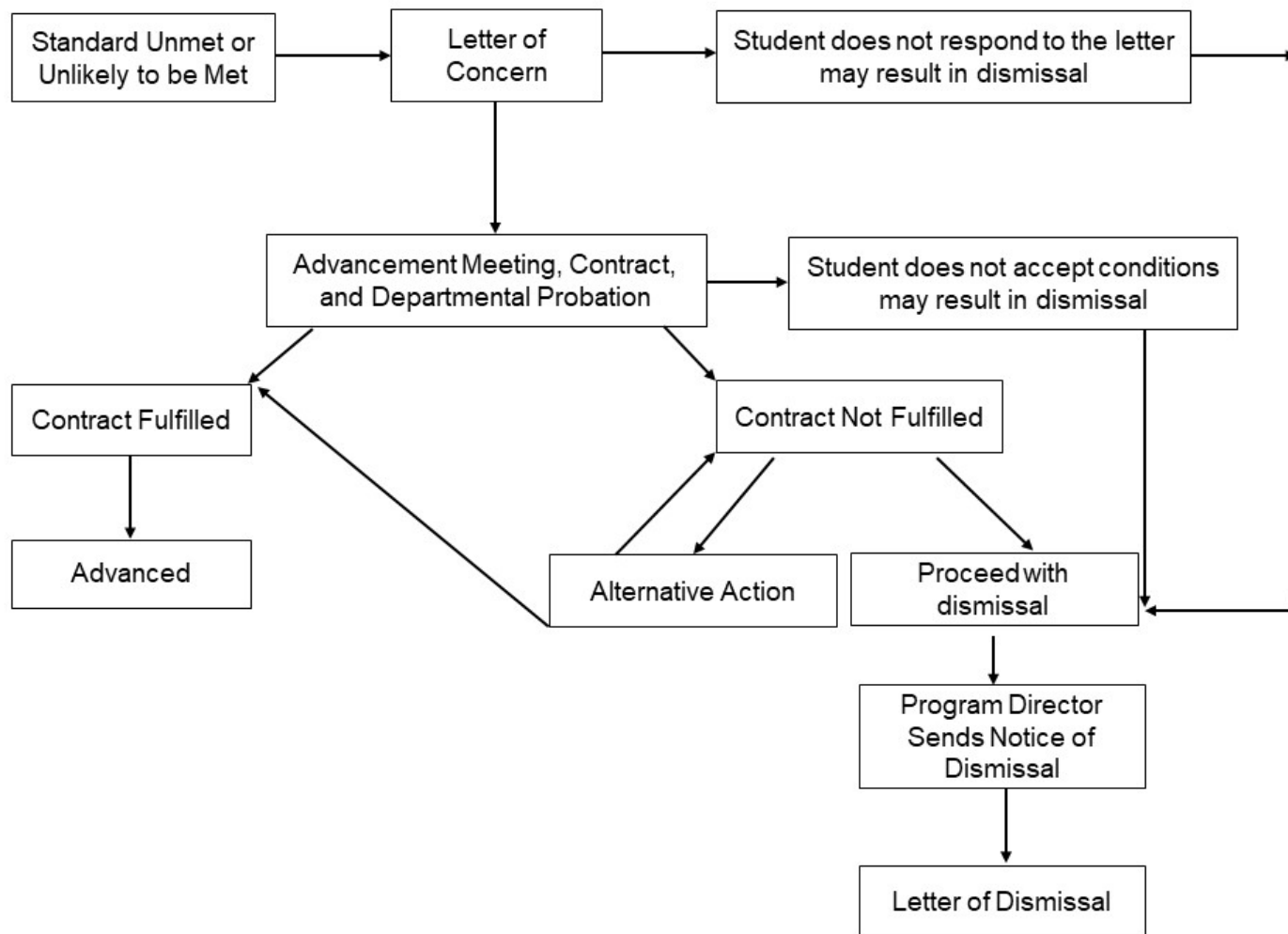
Figure 1. School of Social Work Advancement and Grievance Outcomes

Table 6. Documents Used in the Advancement Process

Name of Document	Written by . . .	Sent to . . .	Includes
Letter of Concern	Director of PhD Program or other faculty member	<ul style="list-style-type: none"> • Student • Director of PhD Program (if written by another faculty member) • Copy to advisor, student's file • If plagiarism is alleged, the Graduate College 	<p>Concern, which standards were not met</p> <p>Request for advancement meeting</p> <p>Deadline for contacting PhD director</p>
Advancement Contract	Director of PhD program	<ul style="list-style-type: none"> • Student • Copy to advisor, student's file 	<p>Action of students with deadlines</p> <p>As applicable, actions of faculty</p>
Letter of Advancement with Probation	Director of PhD Program if the advancement contract exceeds one semester	<ul style="list-style-type: none"> • Student • Copy to advisor, student's file 	Decision to advance on probation
Letter of Advancement	Director of PhD Program	<ul style="list-style-type: none"> • Student • Copy to advisor, student's file 	Decision to advance
Alternative Action	Director of PhD Program	<ul style="list-style-type: none"> • Student • Copy to advisor, student's file 	Modified advancement contract
Letter of Dismissal	Director of PhD Program	<ul style="list-style-type: none"> • Student • Copy to DEO, faculty member with concern, advisor, program administrator, student's file • Graduate College 	<p>Decision to dismiss</p> <p>Reason for decision to dismiss</p> <p>Grievance procedures</p>

D. Problem Resolution

Graduate College Academic Grievance Procedure

The particular grievance procedure will depend upon the area involved (e.g., student life, academic difficulties, employment). Generally, graduate students first explore how to pursue a grievance with their advisor or with an appropriate departmental administrator. However, if students are uncomfortable or dissatisfied using this route, the Associate Dean of the Graduate College will counsel them on the options available. In addition, the Office of the Ombudsperson may assist graduate students on a confidential basis in selecting an appropriate grievance procedure. Information on students' rights and responsibilities in the Graduate College Manual of Rules and Regulation, [Section IV](#).

College of Liberal Arts and Sciences (CLAS) – Academic Programs and Services (120 Schaeffer Hall): Student Complaints Concerning Faculty Classroom Procedures and Related Actions

The [CLAS Academic Handbook](#) also includes “Student Complaints Concerning Faculty Actions” and “Student Academic Misconduct.” Student complaints concerning the actions of faculty members with respect to academic matters such as grading and assignments are pursued first through the informal mechanisms established in each college. Although there is some variation among colleges, these mechanisms generally include: (1) The student should first attempt to resolve the issue with the faculty member involved. (2) Lacking a satisfactory outcome, the student should turn to the School’s Problem Resolution Process. 3) If a satisfactory outcome still is not obtained, the student may take the matter to the Director of the School and then the collegiate dean.

Note: Complaints about faculty conduct that may be addressed under the University’s Community Policies (such as those pertaining to harassment or sexual misconduct) should be directed to the mechanisms identified in those policies.

Employment-related grievances are resolved in one of two ways. Graduate students who are not members of the UE-COGS bargaining unit should refer to the general University student-employee grievance protocol outlined in <https://dos.uiowa.edu/policies/student-employee-grievance-procedure/>. For graduate student assistants, the procedure contained within the collective bargaining agreement between the State Board of Regents and the United Electrical & Machine Workers Union, Local 896-COGS, is the exclusive remedy for resolving employment-related grievances. <https://cogs.org/>

A student dissatisfied with the outcome at the collegiate level of an academic complaint against a faculty member may file a formal complaint with the Office of the Provost. In addition, a student dismissed for academic reasons may appeal the dismissal to the Office of the Provost. A student who wishes more specific information about appeal to the Office of the Provost should inquire at the office of their respective dean (graduate college dean for graduate students) or the Office of

the Ombudsperson. Appeal to the Office of the Provost is the final institutional remedy, and the decision by the Provost/Provost's designee constitutes final University action subject to appeal to the Board of Regents, State of Iowa, pursuant to the policies and procedures of that Board.

Grievance Policy and Procedures in the School of Social Work

The problem resolution process in the School of Social Work is used to address problems, including dismissal.

Grievance Policy and Procedures

Issues that may be appropriate for a grievance at the School level include a violation, misinterpretation, or improper application of University, Graduate College, or School procedures, rules, regulations, or policies governing the MSW program, including dismissal from the program when there may have been a procedural error in the advancement process or a violation of University policy. To initiate a grievance, the student must first notify the Director of the School in writing within two weeks of the action that is the subject of the student's complaint. The student's written notification to the Director of the School must describe:

- (a) the facts and circumstances of the alleged violation,
- (b) the University, College, or School procedure, rule, regulation, or policy allegedly violated,
- (c) the person or persons alleged to be in violation,
- (d) the date(s) of the alleged violation, and
- (e) the preferred remedy sought by the student.

Upon receipt of the student's written notification, the Director of the School will schedule a meeting with the student, at which time the student will present evidence in support of all of the student's claims. The Director of the School may request the submission of documents in advance of the meeting. The Director of the School also has the discretion to approve or deny the presence of student representatives at this meeting. Following the meeting, the Director of the School may solicit information from any other person who may have information pertinent to the grievance. The Director of the School may also schedule a follow-up meeting with the student. After this evidence-gathering process and depending on the nature of the issue, the Director of the School will:

- (a) take action within their authority to resolve the issue and provide to the student a written response explaining the rationale for such action,
- (b) refer the student to the Graduate College or another office (e.g., Office of the Ombudsperson), or
- (c) determine that the issue is grievable at the School level and proceed as described below.

If the Director of the School determines, in their sole discretion, that the issue is grievable at the

School level, the Director of the School will appoint a grievance committee of three faculty members, one of whom will be appointed by the Director of the School to serve as the committee moderator. The Director of the School will attempt to appoint members who were not directly involved in the student's allegation. The Director of the School will send an email to the student's University of Iowa email account informing the student of the committee's membership.

The Director of the School will provide the committee with the grievance materials. The committee will meet to review the materials and may seek additional information from the Director of the School, the student, or others who may have pertinent information. Upon reaching a decision, the committee will make a recommendation to the Director of the School in writing and provide a rationale.

The Director of the School will either accept or reject the committee's recommendation or direct the committee to clarify their decision within one week of receiving the initial recommendation.

The Director of the School will provide a copy of the committee's written recommendation and rationale, along with their final decision to the student by email (UI account) and by mail. If the allegation is rejected, the letter will describe additional actions the student can take to address the problem. For instance, a student may next bring the issue to the associate dean of the Graduate College or contact the Office of the University Ombudsperson. If the grievance was dismissal, the letter will state whether the student is advanced, dismissed or on probation. If the student is placed on probation, then an advancement meeting will be scheduled with the student.

E. Expunging Advancement and Dismissal Documentation

All records pertaining to the advancement process are placed in the student's file and are expunged upon graduation. All records pertaining to dismissal are placed in the student's file and expunged 10 years after the student is dismissed.

F. Policy on Authorship of Articles

Authorship is reserved for persons who make a primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work (Huth, 1987). Authorship encompasses not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. Lesser contributions, which do not constitute authorship, may be acknowledged in a note. These contributions may include such supportive functions as advising about the statistical analysis, collecting or entering the data, and recruiting participants.

As early as practicable in a research project, the collaborators should decide on which tasks are necessary for the project's completion, how the work will be divided, which tasks or

combinations of tasks merits authorship credit, and on what level credit should be given (first author, second author, etc.; Fine & Kurdek, 1993). This is especially appropriate if one of the collaborators is new to the publishing process. To prevent misunderstanding and to preserve professional reputations and relationships, it is best to establish as early as possible in a research project who will be listed as an author, what the order of authorship will be, and who will receive an alternative form of recognition (p. 4). The American Psychological Association (APA) published an Authorship Determination Scorecard (n.d.), which may be helpful in this process. Collaborators may need to reassess authorship credit and order during the course of a project (Fine & Kurdek, 1993).

The corresponding author (the author who serves as the main contact) should always obtain a person's consent before including that person's name in a byline or in a note. Each author listed in the byline of an article should review the entire manuscript before it is submitted. Authors are responsible for determining authorship and for specifying the order in which two or more authors' names appear in the byline. The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution. If authors played equal roles in the research and publication of their study, they may wish to note this in the second paragraph of the author note.

References

- American Psychological Association (n.d.). authorship Determination Scorecard. Retrieved from <https://www.apa.org/science/leadership/students/authorship-determination-scorecard.pdf>
- Fine M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty student collaborations. *American Psychologist*, 48, 1141-1147. <https://www.apa.org/research/responsible/reflections-authorship.pdf>
- Huth, E. J. (1987). Prose style. In *Medical style and format* (pp. 260-987). Philadelphia: ISI Press.

G. Accommodations for Disabilities

A student seeking academic accommodations for degree requirements, including the comprehensive and final examinations, must first apply for accommodations with Student Disability Services and then meet privately with the course instructor or examination chair and PhD program director to make arrangements. See the [Student Disability Services](#).

H. Policy on Communication Among Students, Faculty and Staff

Students are expected to check your UI email account regularly. It is important to check both your UI email account and your School of Social Work mailbox because they are used to alert students to, for example, policies and procedures, courses, and upcoming events.

Administrative Structure of the Program

A. Departmental Executive Officer

The director of the school of social work (i.e., departmental executive officer (DEO)) is responsible for the oversight of all aspects of the school, including all degree programs and certificates; faculty and staff performance; resource allocation; and long-range strategic planning and implementation. The DEO collaborates with the College of Liberal Arts and Sciences. The DEO is responsible for petitioning to the Graduate College for a waiver of any requirement in the [Graduate College Manual of Rules and Regulations](#).

B. Doctoral Studies Committee

The DSC oversees the operation of the doctoral program, including curriculum, policy and procedure, and admission of students. This committee is comprised of at least three faculty members, the director of the doctoral program, one doctoral student, and the program administrator. The DEO will appoint a director of doctoral studies who will provide administrative direction to the program. The term of appointment will be three years. The director may serve consecutive terms. The director of doctoral studies chairs the DSC. The DSC recommends to the DEO new faculty members, and the DEO appoints the new member. In making the recommendation to appoint a member, the DSC should consider the proportion of senior to junior faculty members, the proportion of new to continuing faculty members, and faculty members who may eventually serve as director of the doctoral program. Faculty members serve a two-year renewable term. The program administrator serves ad-hoc.

Doctoral students nominate and elect a doctoral student representative for a one-year term. The representative may be elected to a second one-year term. The doctoral student representative is a voting member and oversees the election of a new student representative. The student representative will announce the monthly meeting and distribute the agenda to doctoral students. Students who wish to add an item to the agenda should notify the director of the doctoral program (or the student representative) in writing at least one week before the meeting.

C. Doctoral Admissions Committee

This committee is comprised of at least two faculty members and the director of the doctoral program. The doctoral student representative may choose to serve on the committee and is a voting member. The faculty members, typically, include members of the Doctoral Studies Committee.

D. Staff Roles

At the SSW, students will come in contact with four important staff members.

1. Administrator

Chuck Wieland administers the operations of the School including budget preparation and overseeing of financial accounts. He oversees research assistantship and teaching assistantship appointments, other departmental financial aid and award processes, and can provide information regarding funding for student research projects.

2. Operations Coordinator

Wynne Worley supports the DEO and the administrator. Wynne helps make and coordinate conference registrations and travel arrangements. She links with other university offices related to technology, payments/reimbursement, etc... Wynne coordinates the School's physical operations, including the PhD office, TA office, and computer equipment. If you need to reserve a room in North Hall or across campus, contact Wynne. And she shares snacks!

3. Program Administrator

Kate Kemp administers the educational programs of the School, including the scheduling of PhD courses, advising, registration, and completion of the Graduate College comprehensive and final exam forms. The program administrator enforces and interprets University, College, School, CSWE policies and procedures, and is frequently consulted by faculty in advising students.

4. Admissions/Program Coordinator

Tomeka Petersen coordinates and manages recruitment and admissions to all programs in the school.

Financial Assistance

We provide students with a multi-year financial package to full time students at the time of admission. Financial support consists of research assistantships (RAs), teaching assistantships (TAs), and/or fellowships.

A. School of Social Work Support

1. Assistantships

The pay, tuition scholarships, and benefits (including healthcare) are determined by [the COGS contract](#) with the University. Students should review assistantship contracts carefully for academic and employment expectations. Assistantships and other graduate student employment are governed by the [Graduate Student Employment Standards](#) and CLAS Human Resources.

2. Computer and Office Space

Students are assigned a desk and a desktop computer in 206-1, the doctoral student office, in their first year of the program. Keys are obtained from the operations coordinator. Desks and

computers may be shared. If you do not plan to be on campus at least weekly, please consider giving up the office space for students who are taking classes and using the space regularly. Like with all faculty offices, doctoral students using 206-1 are responsible for taking their trash and recycling into the hall, cleaning the space (spray, wipes, vacuum, etc.. are in 308 NH), and reporting issues with the space (to the program director or operations coordinator). Please do not leave any food uncovered. Additionally, we ask that you use the TA office, or other spaces for zoom or face-to-face meetings so as not to disturb anyone working in 206-1.

3. Research and Travel Grants

The School of Social Work recognizes that students who undertake the PhD may incur expenses related to attending conferences and conducting their dissertation research. Consequently, a small fund has been developed to support travel to conferences and dissertation related expenses.

Reimbursement Rules: You will need to submit receipts for all expenditures and a copy of the schedule for the meeting/conference.

Deadline: Ongoing until funds depleted

Direct inquiries and submit applications to: Director of the PhD Program.

4. John Craft Research Award

This research award is made to honor the memory of John Craft, former Professor of Research at the SSW. One undergraduate and one graduate student is eligible to receive this cash award to carry out a research project on children or families. Recipients of the award will be recognized at a SSW graduation ceremony.

Amount of award: \$700.00 to cover tuition and fees, expenses related to data collection, or expenses related to the dissemination of the research.

Eligibility for award: All students who are currently enrolled in the BSW, MSW or PhD Program and who are making adequate progress in the Program.

Review Process: Proposals are evaluated by members of the Research Sequence Committee on (a) the quality of a proposed research project and (b) the feasibility of carrying out the research within the proposed timeline.

Due: Announced in the fall. Typically due the first week of February.

5. Dorfman Gerontology Award

The Lorraine T. Dorfman Gerontological Social Work Award is an endowed fund established to support one annual award to a deserving Ph.D. student in Gerontological Social Work who has successfully completed the comprehensive examination. Lorraine T. Dorfman was a professor on the faculty of the School of Social Work for many years where her research and teaching focused on gerontological social work. Her research was in the areas of adjustment to retirement, rural aging, family and aging, and aging and higher education. The goal of the Dorfman award is to encourage the early career development of a researcher in the field of

gerontological social work.

Amount of award: \$3,000

Eligibility for award: Ph.D. student in Gerontological Social Work who has successfully completed the comprehensive examination. It is possible to renew the award, but the priority is given to new students who haven't received the award before. If there is no suitable Ph.D. student in any given year, the funds will accrue and not be awarded to an MSW or BSW student

Review Process: Selection of recipient determined by the DEO in consultation with the gerontology faculty. Academic performance is paramount in the decision-making

6. The Callie Ann Hall Award

The Callie Ann Hall Award in Social Work will be given annually to support a social work graduate student who is conducting research on the impacts of chemical dependency, its prevention and treatment. Examples of the types of activities that will be supported are funding of field research, travel to professional meetings and/or conferences, data processing and student financial need. Students may self-nominate

Amount of award: \$1,000.00.

Evaluation criteria: The criteria for selecting the recipient of the scholarship is based on motivation for and career aspirations in the area of chemical dependency research and treatment, and, secondarily, financial need.

B. The University of Iowa Support

The Graduate College provides fellowships for incoming students, post-comprehensive research awards, dissertation-year fellowships, and summer fellowships (upon successfully completed their comprehensive examinations). A complete list of awards can be located at the Graduate College's web site. <https://grad.uiowa.edu/funding/fellowships>

International travel awards are available from the International Programs.

<https://international.uiowa.edu/faculty/ip-funding>

Student who are differently-abled (disabled) are eligible for the Braverman Scholarship:

<https://sds.studentlife.uiowa.edu/students/scholarships/braverman-scholarship/>

Students from under-represented groups are eligible for Graduate Diversity Scholarships and Graduate Diversity Fellowship

<https://grad.uiowa.edu/funding/fellowships/diversity-scholarship>

<https://grad.uiowa.edu/funding/fellowships/diversity-fellowship>

C. External Pre and Post Doctoral Support

Information about funding for social work doctoral education, including dissertation support, from outside the University of Iowa can be obtained by going to:

The Social Work Research Network (SWRnet). Subscribe to the listserv at https://visitor.r20.constantcontact.com/manage/optin?v=001DFTCDgfTjai-szFY_HVI_NFve0lUHCGL&id=preview

The Council on Social Work Education's website (CSWE): <http://www.cswe.org/>

National Association of Social Workers <http://www.socialworkers.org/>
<http://www.naswfoundation.org/fellowships.asp>

The Group for the Advancement of Doctoral Education's website (GADE):
<https://www.gadesocialwork.org/Students/Current-Students/Funding>

The Society for Social Work Research's (SSWR) website:
<http://secure.sswr.org/resources/doctoral-student-center/doctoral-student-center-funding/>

Appendix: Forms

Please see the PhD Program ICON site for writable PDF versions of the following forms

DOCTORAL PROGRAM IN SOCIAL WORK

Change of Advisor Form

Student Name-Please Print

ID #

Phone number

Email address

I wish to change my advisor:

From:

Previous Advisor

To:

New Advisor

Signature: New Advisor

Date

☐ Approved

Signature: Director of the doctoral program

Date

☐ Approved

cc: ☐ Previous Advisor ☐ Program Administrator ☐ Student file

DOCTORAL PROGRAM IN SOCIAL WORK

Student Advising Guide

Although graduate students have the primary responsibility for understanding degree requirements, they do not always know what questions they should ask or when they should ask them. This guide, which is organized by degree requirement and by semester, should help students **develop an agenda** for their advisor-advisee meetings. Please note that many of the activities are ongoing throughout the course of the Ph.D. program. Students are also expected to review the *Student Handbook* for policy information and degree requirements. These guidelines were developed by the DSC and doctoral students under the direction of student representative Amanda Reedy (PhD, '10).

Semester	
Summer/Early Fall	
	<ul style="list-style-type: none"> • Schedule an initial meeting with your advisor. • Discuss your research interests and career goals. • Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics
Year 1	Fall
	<p><u>General</u></p> <ul style="list-style-type: none"> • Create an agenda for your first meeting with your advisor. • Discuss how frequently you will meet. <p><u>Courses</u></p> <ul style="list-style-type: none"> • Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics. <p><u>Research</u></p> <ul style="list-style-type: none"> • Discuss your research interests. • Discuss opportunities to become involved in research (e.g. how to find, time commitments, how opportunities fit with your interests). • Discuss your research practicum: Who would you like to work with? What type of research skills do you need to develop? <p><u>Publishing</u></p> <ul style="list-style-type: none"> • Discuss writing for publication. • Discuss how to turn a course paper or other document into a publication. • Discuss the peer-reviewed publication process and differences among journals (e.g., audience, type of scholarship accepted, acceptance rates, impact). <p><u>Presenting</u></p> <ul style="list-style-type: none"> • Discuss opportunities to present or co-present within the school and university, and at state, regional, and national conferences and meetings. • Discuss opportunities that you read on listservs and emails. Discuss presenting at these conferences the following year. <p><u>Career</u></p> <ul style="list-style-type: none"> • Discuss your career goals. • Discuss how to develop your CV during the program (including presenting at conferences, writing for publication, and applying for funding). • Discuss how to report your accomplishments in your CV.
Year 1	Spring

	<p><u>General</u></p> <ul style="list-style-type: none"> • Create an agenda prior to your meeting. <p><u>Research</u></p> <ul style="list-style-type: none"> • Continue thinking about possible dissertation research questions and discuss them with your advisor. • Discuss your research practicum: Who would you like to work with? What type of research skills do you need to develop? <p><u>Comprehensive Exam</u></p> <ul style="list-style-type: none"> • Discuss possible topics for your comprehensive exam. • Discuss who you want to chair your comprehensive examination committee. (Your chair becomes your academic advisor). <p><u>Courses</u></p> <ul style="list-style-type: none"> • Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics. <p><u>Funding</u></p> <ul style="list-style-type: none"> • Discuss additional sources of funding, including type of funding (e.g., assistantships, scholarships, travel awards). <p><u>Publishing</u></p> <ul style="list-style-type: none"> • If you co-author manuscripts, discuss with your co-authors how the order of names on manuscripts are determined. <p><u>Other</u></p> <ul style="list-style-type: none"> • Attend workshops on publishing, presenting, and securing funding • Discuss available graduate assistantships.
Year 1	Summer
	<p><u>Research</u></p> <ul style="list-style-type: none"> • Complete research practicum. Refer to <i>Handbook</i> for policy and procedures. • Discuss publications that might be based on your practicum research.
Year 2	Fall
	<p><u>General</u></p> <ul style="list-style-type: none"> • Discuss your highlighted CV and timeline. <p><u>Teaching</u></p> <ul style="list-style-type: none"> • Discuss teaching practicum: Who would you like to work with? What type of teaching skills do you need to develop or strengthen? Refer to <i>Handbook</i> for policy and procedures. <p><u>Comprehensive Exam</u></p> <ul style="list-style-type: none"> • Discuss who you would like to chair your comprehensive and final exams. • If you change advisor (chair) complete the change of advisor form. • Discuss possible comprehensive exam topics with your chair. • Review and discuss the document “Comprehensive Exam Timeline.” <p><u>Courses</u></p> <ul style="list-style-type: none"> • Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics.

Year 2	Spring
	<p><u>General</u></p> <ul style="list-style-type: none"> • Discuss your highlighted CV and timeline. • If you have changed advisors, discuss how frequently you will meet. <p><u>Comprehensive Exam</u></p> <ul style="list-style-type: none"> • Discuss having regular meetings with your advisor to develop your comprehensive exam proposal outline. • Discuss the document “Comprehensive Exam Timeline” early in February. • Discuss potential members for the comprehensive exam and dissertation (final exam) committees. • Discuss how often you should meet with your committee members. <p><u>Career</u></p> <ul style="list-style-type: none"> • Discuss expectations of faculty members at different types of universities and colleges (e.g., ratio of teaching to scholarship to service; tenure-track versus lecturer). <p><u>Presenting</u></p> <ul style="list-style-type: none"> • Discuss opportunities to present research. • Discuss sending abstracts to state and national conferences. <p><u>Teaching</u></p> <ul style="list-style-type: none"> • Discuss opportunities to teach independently. <p><u>Funding</u></p> <ul style="list-style-type: none"> • Discuss sources of financial support for your dissertation and submission due dates. • Discuss additional assistantship appointments, if applicable. <p><u>Dissertation</u></p> <ul style="list-style-type: none"> • Discuss dissertation research questions. • Discuss dissertation research samples/methods. • Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.
Year 2	Summer
	<p><u>Comprehensive Exam</u></p> <ul style="list-style-type: none"> • Complete comprehensive exam and submit to committee members. See Handbook for due date. • Schedule your examination hearing.
Year 3	Fall
	<p><u>General</u></p> <ul style="list-style-type: none"> • Discuss your highlighted CV and timeline. • Continue discussing career goals, presenting at conferences, writing for publication and applying for funding. • Discuss whether it would be desirable for you to review manuscripts for publication or write a book review. • Discuss available graduate assistantships for Year 4, if applicable. <p><u>Dissertation</u></p> <ul style="list-style-type: none"> • Discuss how frequently you and your chair will meet to discuss your dissertation (e.g., every week, every other week). • Discuss whether your chair will be available over winter break • Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.
Year 3	Spring

	<p><u>General</u></p> <ul style="list-style-type: none"> • Discuss your highlighted CV and timeline. • Discuss whether your dissertation chair will be available during the summer to meet. <p><u>Dissertation</u></p> <ul style="list-style-type: none"> • Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in. • Discuss whether your chair believes you are making adequate progress to meet program benchmarks and whether your timeline is realistic. • Discuss how often you are interacting with your committee members. <p><u>Presenting</u></p> <ul style="list-style-type: none"> • Discuss presenting preliminary dissertation results or other research at CSWE and SSWR before April. • Prepare an abstract for presentation submissions and get feedback from your advisor on it.
Year 3	Summer
Year 4	Fall
	<p><u>General</u></p> <ul style="list-style-type: none"> • Discuss your highlighted CV and timeline. <p><u>Dissertation</u></p> <ul style="list-style-type: none"> • Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in. <p><u>Career</u></p> <ul style="list-style-type: none"> • Discuss your job search or post doc search strategy. • Discuss where academic job ads are posted, the hiring process, criteria, etiquette, and deadlines. • Discuss from whom you are going to request letters of reference. • Discuss your cover letter, CV, teaching portfolio, description of your program of research, and other documents (e.g., evidence of effective teaching). <p><u>Presenting</u></p> <ul style="list-style-type: none"> • Discuss the job talk and interviewing at CSWE and SSWR.
Year 4	Spring
	<p><u>General</u></p> <ul style="list-style-type: none"> • Discuss your highlighted CV and timeline. <p><u>Dissertation</u></p> <ul style="list-style-type: none"> • Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract if you are not graduating this semester.

DOCTORAL PROGRAM IN SOCIAL WORK**Independent Study Contract**

To meet degree requirements, individual study must be letter graded and supervised by a University of Iowa tenured or tenure-track faculty member. The contract must be completed by the end of the first week of the beginning of the semester. The student is responsible for obtaining signatures and submitting the independent study contract to the School of Social Work main office where it will be placed in the student's file.

Student Information: Please fill out completely

Student's Name

Student ID #

Phone number

Email address

I am requesting permission to register for: _____ : _____ : _____ : _____
Dept. Course Section Course Title

1. Briefly describe the specific question or problem that you will address.

2. Describe how the independent study will advance your doctoral studies? For example, how does it relate to your comprehensive examination?

3. Indicate the number of times you will meet with the instructor (e.g., weekly). To ensure instructors and students have a mutual understanding of what will occur during these meetings, students are encouraged to discuss with their instructors the general format and purpose of the meetings (e.g., summarize progress, discuss problems, clarify next steps).

4. List the type of activities that will be completed (e.g., write paper(s), conduct interviews, develop an instrument, submit a grant application, submit a journal article) and when the work will be completed.

Continued on back of form

I agree to complete the Individual Study contract as described above.

Student's signature

Date

I approve the Individual Study as described above.

Advisor's signature

Date

NOT REQUIRED FOR FACULTY MEMBERS IN OTHER DEPARTMENTS:

I have agreed to direct the Individual Study as described above.

Social Work Instructor's signature

Date

cc: ☐ Student ☐ Advisor ☐ Instructor

meg—07/23

DOCTORAL PROGRAM IN SOCIAL WORK**Course Substitution**_____
Student Name-Please Print_____
ID #_____
Phone number_____
Email address

Student: After your advisor signs this form, give it to the director of the doctoral program by November 1 or by April 1.

Course you wish to replace:

Dept., Course, and Sect. numbers_____
Name of Course

Course you wish to substitute as an alternate course:

Dept., Course, and Sect. numbers_____
Name of Course

Provide a justification for the substitution.

Advisor: _____
Date

☐ Approved

Director of the PhD Program: _____
Date

☐ Approved

Director of doctoral program gives to program coordinator for copies and departmental processing:

cc: ☐ Student☐ Advisor, if different than PhD Director☐ Student file

07/23-meg

DOCTORAL PROGRAM IN SOCIAL WORK

Application for Readmission to the Social Work Program

Today's Date_____, _____
Re-enrollment Semester Year_____
Student Name-Please Print_____
ID #_____
Phone number_____
Email address

Student: If a student's enrollment is interrupted for any reason so that they are not enrolled for three consecutive academic sessions, including the summer session but excluding inter-sessions, the student must apply for readmission to the Graduate College. The Graduate College "Application for Readmission to a Graduate Program" form must be used. The Graduate College will not require new letters of recommendation, a new personal statement section, a written explanation of the reasons for the absence, or a plan for degree completion.

The student must also apply for readmission to the SSW. This application must be signed by the student's advisor and be submitted to the director of the doctoral program 6-weeks prior to the readmission semester. The Graduate College decision supersedes the School of Social Work decision to readmit.

The following documents are required.

- ☐ 1. An explanation of the reasons for the absence (1page single-spaced). Please describe the circumstances that led to not registering. State how your circumstances have changed or been resolved, and whether you believe readmission would result in meeting all degree requirements. In circumstances where the reason can be readily documented (e.g., a letter), the student should append the document.
- ☐ 2. Student's revised Academic plan.
- ☐ 3. A detailed, month-by-month plan for degree completion (1 p., single-spaced). List all degree requirements that have not been met. Refer to the *PhD Handbook* for a timeline to complete the comprehensive and final exams.

Signature of Advisor: I have reviewed the student's explanation for the reasons for the absence, their revised Academic plan, and the month-by-month plan for degree completion. By signing this form, I recommend to the DSC the student be readmitted to the SSW doctoral program.

Print name_____
Sign

Signature of the PhD program director: On behalf of the DSC, I recommend to the DEO that the student be re-admitted to the SSW doctoral program.

Print name_____
Signcc: ☐ Program secretary/Student File ☐ Student ☐ Student's Advisor ☐ Student's File

meg-07/23

DOCTORAL PROGRAM IN SOCIAL WORK

Research Practicum (SSW:7803) Learning Contract and Evaluation Tool

Semester and year of Research Practicum: _____

Student Name-Please Print _____

ID # _____

Phone number _____

Email address _____

Student: Develop activities with your mentor. Students completing an employment-based practicum must send this form with activities identified to the director three or more weeks before the semester begins. Students not completing an employment-based practicum must identify activities by the first week of the semester.

Instructor: Develop learning activities with the student. Please evaluate the student on the following research competencies at the end of practicum and ask the student to submit the form to the director at the end of the semester. Submit a grade for the student.

1. Conceptualize significant, meaningful, and relevant social work research questions

☐ S☐ U

Activities:

2. Critically evaluate and review published literature

☐ S☐ U

Activities:

3. Conduct research that is guided by theory

☐ S☐ U

Activities:

4. Understand both the technical aspects and conceptual underpinnings of a broad range of methodological and statistical techniques

☐ S☐ U

Activities:

5. Construct an instrument, including operationalizing concepts

☐ S☐ U

Activities:

6. Design and implement appropriate procedures for sampling and data collection

☐ S☐ U

Activities:

7. Analyze data

☐ S☐ U

Activities:

8. Widely disseminate knowledge that contributes to the advancement of social work research, practice, and/or policy, including writing publishable, peer-reviewed manuscripts; presenting at conferences; and/or producing policy briefs /white papers

☐ S☐ U

Activities:

9. Understand the grant writing process

☐ S☐ U

Activities:

10. Proactively and consistently implement plans for the responsible and ethical conduct of research:

Understands academic dishonesty in writing (e.g., improper citation)

Understands bias in subject selection, measurement and interpretation of data

Understands risk and benefits to research subjects

Understands informed consent

Understands voluntary participation

Understands confidentiality or anonymity

Understands limitations of the research in reporting results

Understands the IRB process

☐ S☐ U

Activities:

Final grade:☐ S☐ U

Research Practicum Instructor: _____

Signature

Date

Student: _____

Signature

Date

Director of PhD Program : _____

Signature

Date

cc: ☐ Student ☐ Student file

DOCTORAL PROGRAM IN SOCIAL WORK

Teaching Practicum (SSW:7806) Agreement

Student Name-Please Print_____
ID #_____
Phone number_____
Email addresses

Faculty Mentor: I have read the section of the *PhD Handbook* on the teaching practicum, including my responsibilities as a mentor and the distribution of clock hours.

This is an employment-based teaching practicum:

☐ No

☐ Yes. If yes, I have read the policy on employment-based practica and understand that the student and I will meet with the director of the PhD program to discuss the learning contract.

I agree to provide mentoring to the above named student:

Faculty Mentor_____
Date

Student: Send this form to the director of the PhD program for approval at least three weeks before the practicum begins.

I approve the teaching practicum:

Director of the PhD Program_____
Date Received

cc: ☐ Student file

DOCTORAL PROGRAM IN SOCIAL WORK

Teaching Practicum (SSW:7806) Learning Contract and Evaluation Tool

 Student Name-Please Print

 ID #

 Mentor

 Phone number

 Email address

Student: Develop activities with your mentor and sign this form.

Faculty Mentor: Develop activities with the student teacher and sign this form. At the end of the semester, please evaluate the student teacher on each competency and submit a grade.

By the end of the seminar, students will be able to:

1. Understand and apply theories of adult learning to course planning, teaching, or assessment strategies
☐ Unmet ☐ Met

Activities:

2. Create a learning culture and classroom climate that is inclusive of a diverse population of students
☐ Unmet ☐ Met

Activities:

3. Identify one's own learning style(s) and adapt one's teaching to accommodate diverse leaning styles
☐ Unmet ☐ Met

Activities:

4. Understand how the course syllabus was used to develop the course outline
☐ Unmet ☐ Met

Activities:

5. Develop and use a lesson plan that meets EPAS competencies and practice behaviors
☐ Unmet ☐ Met

Activities:

6. Develop and use assessment strategies to evaluate whether students met EPAS practice behaviors
☐ Unmet ☐ Met

Activities:

7. Use several methods of instruction effectively, including (a) lecture, (b) instructor led discussion, and (c) collaborative activities and small groups

☐ Unmet ☐ Met

Activities:

8. Manage challenging classroom dynamics and/or students (e.g., students who are inattentive, unprepared, disrespectful, react strongly to sensitive topics, or experiencing personal challenges)

☐ Unmet ☐ Met

Activities:

9. Describe and, if applicable, address ethics of teaching (e.g., not grading objectively, not addressing plagiarism adequately, not maintaining appropriate teacher-student boundaries)

☐ Unmet ☐ Met

Activities:

10. Engage in an ongoing process of self-assessment and professional growth as a social work educator

☐ Unmet ☐ Met

Activities:

Faculty Mentor Comments:

Student Teacher Comments:

Final grade: S U

Teaching Practicum Instructor:

Signature

Date

Student:

Signature

Date

Director of PhD Program:

Signature

Date

cc: ☐ Student ☐ Mentor ☐ Student file

07/23-meg

DOCTORAL PROGRAM IN SOCIAL WORK

Agreement to Serve on the Comprehensive Examination Committee

Student: This form must be sent to the director of the doctoral program **one month** before the comprehensive exam proposal meeting. The director of the doctoral program will sign the form and give it to the program administrator. The program administrator will then complete the Request for Doctoral Comprehensive Examination form and send it to the Graduate College for approval.

Working title of the exam: _____

Expected date of the comprehensive exam proposal meeting: _____

I agree to serve on _____'s Comprehensive Exam Committee
Student's name

CHAIRPERSON:

1. _____
Type name Signature Date

MEMBERS:

2. _____
Type Signature Date

3. _____
Type Signature Date

4. _____
Type Signature Date

5. _____
Type Signature Date

(OPTIONAL)

6. _____
Type Signature Date

I recommend to the Graduate College that the above named faculty members be appointed to the student's comprehensive examination committee:

Director of PhD Program _____
Signature Date Received

cc: ☐ Student ☐ Program Administrator ☐ Student file

DOCTORAL PROGRAM IN SOCIAL WORK
Comprehensive Examination Checklist

Student Name-Please Print

ID #

Chair: It is the responsibility of the chair of the Doctoral Committee to review whether the proposal appears to address the criteria for the exam (below) before the proposal hearing is scheduled. See *PhD Handbook* for additional guidance on the content and length of the exam and the exam process. After reviewing the proposal, complete and sign the checklist.

- ☐ **It includes theory, research, practice, and policy.** The exam emphasizes research and theory (e.g., the estimated number of pages allocated to these areas substantially exceeds the estimated number of pages allocated to practice and policy).
- ☐ **It is relevant to social work.** The proposal gives explicit attention to the relevance of the topic to social work.
- ☐ **It is analytical.** The proposal outlines the empirical and theoretical literatures that will be critically reviewed. The proposal must demonstrate the exam will involve analysis, synthesis, conceptualization, and integration of major viewpoints and research evidence. It should include a section on critical research questions that may be investigated in the dissertation and other research based on the analysis.
- ☐ **It is interdisciplinary.** The proposal includes literature from social work and from related professional fields, if applicable, and the social sciences.
- ☐ **It is comprehensive.** The bibliography demonstrates that the review of the literature on the topic will be comprehensive and state-of-the-art. It includes the most recent scholarship on the student's topic and classic works.
- ☐ **There is a logical sequence of ideas.** There is a logical sequence of ideas within and between sections of the proposal.
- ☐ **It is well-written and adheres to APA style guidelines.** The proposal should demonstrate the ability to communicate effectively and reflect careful attention to scholarly style, clarity, and organization and logic, as well as to matters of spelling and grammar. The proper citation and reference form is specified in the *Publication Manual of the American Psychological Association*.
- ☐ **Independence of the Written Product from Other Requirements.** The student understands that the content of the exam can be related to papers and other written documents used to fulfill degree requirements, however, he or she cannot cut and paste text from these documents into the exam.
- ☐ **Sole Authorship of the Comprehensive Exam.** The student understands that the comprehensive paper is an exam and should be independently written without consultation on its specific content or editorial assistance from others.

Based on my review of the student's outline, the proposal appears to address all of the criteria.

Chair: _____

Signature	Date
-----------	------

Student: Send this form to the director of the PhD Program two weeks before the exam proposal meeting.

cc: ☐ Student ☐ Student file

DOCTORAL PROGRAM IN SOCIAL WORK

Approval of the Comprehensive Examination Proposal

Student Name-Please Print _____

ID # _____

Phone number _____

Email address _____

REQUIRED Title of the Exam: _____

Chair: Give this form to the director of the PhD program and the Program Administrator as soon as possible after the comprehensive exam proposal meeting. An email with this information is acceptable, however, the title and date for the exam is required.

REQUIRED: Exact Date of comprehensive exam hearing: _____

CHAIRPERSON:

1. _____
Type name Signature Date

MEMBERS:

2. _____
Type Signature Date

3. _____
Type Signature Date

4. _____
Type Signature Date

5. _____
Type Signature Date

6. _____
Type Signature Date

☐ Turned in to director of PhD program

Signature _____

Date Received _____

cc: ☐ Student ☐ Program Administrator ☐ student file

DOCTORAL PROGRAM IN SOCIAL WORK

Dissertation Hours (SSW:7830) Contract

Session: ☐ Fall 20____ ☐ Spring 20____ ☐ Summer 20____

Student Name-Please Print _____

ID # _____

Student and Chair: After submitting the comprehensive exam, students must be registered for Dissertation Hour credit EVERY fall and spring semester until the degree is awarded.

Student: With your chair, create a timeline for your entire dissertation process, beginning with writing your proposal and ending with submitting your final examination to the Graduate College. In subsequent semester, you will revise this timeline, including due dates. See example (below). Submit this form to the director of the PhD program by the first week of each semester.

Dissertation Timeline (Example)

Due	Activity	Student's Notes
Fall		
August	Begin drafting proposal	
September (first week)	Meet with chair to discuss research questions	I revise research questions based on feedback from chair
Sept. (2nd week)	Meet with chair to discuss research questions/hypotheses, if applicable	I revise research questions based on feedback from chair
September/October	Meet with members to discuss research questions and to get signatures from faculty members to serve on final exam committee	
October	Complete first draft of the Introduction (Chapter 1)	
October	Discuss methodology, including data source with chair	
October/November	Discuss dissertation with members, esp., methodologist and/or statistician	
November	Schedule dissertation proposal meeting	
November	Complete the Introduction (Chapter 1) and first draft of Literature (Chapter 2)	
November	Follow up with data source	
Dec. 1	Give dissertation proposal to chair and meet to discuss revisions	I make revisions based on chair's feedback by . . .
Dec. 15	Revise proposal and resubmit to chair for feedback.	I meet with chair to go over revisions
Spring		
January	Confirm data source	
January	Apply for dissertation support	
Feb. 15	Dissertation proposal meeting	Must occur within six months of proposal defense
February	Submit human subjects application	Expect 2-months minimum review time
March	Planned break	
March	Finalize data collection procedures	
April	Begin data collection	
Summer		

June	Complete data collection	
July 1	Begin analysis	
August 1	Have all job materials ready to send out	CV, cover letter, teaching statement, teaching scores, research statement
Fall		
September	Complete analysis and draft of Chapter 4	
September	Send out all job applications	
October	Complete Chapter 4:	
	Submit draft to chair	
December	Complete Chapter 5: Discussion	
December	Submit draft to chair	
December	Interview for jobs	
December	Schedule final examination	
Spring		
January	Interview for jobs	
February	Submit final dissertation to chair	
February	Complete online "Application for Graduate Degree" form and talk to program administrator about the Final Examination form.	
February	Announce defense date to the public	
March	Defend dissertation	I give program administrator form.
April	Meet with chair to discuss revisions. Make revisions.	
April	Final Deposit (see specific due date for the semester)	
May	Become a Doctor	

I have agreed to complete the work listed above by the end of <insert semester and year>.

Signature: Student

Date

I have agreed to supervise the work listed above for <insert semester and year>.

Signature: Dissertation Chair

Date

I received the contract:

Signature: Director of the PhD Program

Date

cc: ☐ Student ☐ Dissertation chair original: ☐ Student file

mg-08/21

DOCTORAL PROGRAM IN SOCIAL WORK

Agreement to Serve on the Final Examination (Dissertation) Committee

Student: This form must be sent to the director of the doctoral program two weeks before the final exam proposal meeting. The director of the doctoral program will sign the form and give it to the program administrator. The program administrator will then complete the Request for the Final Examination form and send it to the Graduate College for approval.

Working Title of the Dissertation: _____

Expected Month and Year of the Final Exam Defense: _____

I agree to serve on _____'s Final Exam Committee

CHAIRPERSON:

1. _____
Type name Signature Date

MEMBERS:

2. _____
Type Signature Date

3. _____
Type Signature Date

4. _____

Type	Signature	Date
------	-----------	------

5. _____
Type Signature Date

(OPTIONAL)

6. _____

Type	Signature	Date
------	-----------	------

I recommend to the Graduate College that the above named faculty members be appointed to the student's final examination committee:

☐ Turned in to director of PhD program _____
 Signature Date Received

cc: ☐ Student ☐ Program Administrator

original: ☐ Student file

DOCTORAL PROGRAM IN SOCIAL WORK

Approval of the Dissertation Proposal

Student Name-Please Print _____

ID # _____

Chair: Give this form to the director of the PhD program as soon as possible after the dissertation proposal meeting.

Expected Month and Year of the Final Exam Defense: _____

Title: _____

CHAIRPERSON:

1. _____
Type name Signature Date

MEMBERS:

2. _____
Type name Signature Date

3. _____
Type Signature Date

4. _____
Type Signature Date

5. _____
Type Signature Date

(OPTIONAL)

6. _____
Type Signature Date

☐ Turned in to director of PhD program

Signature _____

Date Received _____

original: ☐ Student file cc: ☐ Student ☐ Program Administrator

cc—03/07

DOCTORAL PROGRAM IN SOCIAL WORK

Student Research Grant Proposal

 Student Name-Please Print

 ID #

 Phone number

 Email address

Student: Submit to PhD Director.

Title of Research Project: _____

I received a research grant(s) in the past from the SSW: No ☐ Yes ☐: How much: _____

Requests Submitted to or Received from Other Sources:

☐ GSS/GC/OVPR ☐ Other: _____

Have you received research funding from other sources? No ☐ Yes ☐: How much and from what source: \$ _____

If no, when do expect to hear back from each source? _____

Budget:

Software, training, professional development \$ _____

Rationale: _____

Postage and Envelopes \$ _____

Rationale: _____

Long-distance telephone \$ _____

Rationale: _____

Travel (See "PhD Student Travel Grants Proposal" budget form for per diem rates) \$ _____

Rationale: _____

Other: _____ \$ _____

Rationale: _____

Total Request \$ _____

Signature of Advisor or Chair: The proposed budget is reasonable and appropriate for the project. **For dissertations:** This student has completed their proposal, and it requires no or minor revisions to the Methods section and instrument.

 Advisor or Chair's Signature

 Date

Approved

Not Approved

 PhD Director's Signature

 Date

Approved: \$ _____ Not Approved

cc: ☐ Student File

DOCTORAL PROGRAM IN SOCIAL WORK

Student Travel Grant Proposal

Student Name-Please Print _____

ID # _____

Phone number _____

Email address _____

Student: Submit to PhD.I am: ☐ Not presenting a paper ☐ Presenting a paper. Title of paper _____

_____ Co-presenter, if applicable: _____

Name, location and date of conference: _____

I received travel grant(s) in the past: No ☐ Yes ☐: Total amount: \$ _____

Requests Submitted to or Received from Other Sources: Students presenting at conferences must apply to either the GSS or GPSG. Students traveling abroad, you must apply to the Office for Study Abroad.

☐ GSS ☐ GPSG ☐ Office for Study Abroad ☐ Other: _____Have you received an award No ☐ Yes ☐: How much: \$ _____

If no, When do expect to hear back from each source? _____

Budget (go to <https://uiowa.edu/ap-purchasing/domestic-travel>):

Hotel \$ _____

Rationale: _____

Conference Fees: \$ _____

Rationale: _____

Meals \$ _____

Rationale: _____

Transportation \$ _____

Rationale: _____

Other: \$ _____

Rationale: _____

Total Request \$ _____

PhD Director's Signature _____

Date _____

Approved: \$ _____ Not Approved

cc: ☐ Program secretary/Student File

mg-08/17

DOCTORAL PROGRAM IN SOCIAL WORK**Request for a Delay in Starting or Completing an Exam, Reduction in Hours, or Leave of Absence**

Student's Name: _____ ID#: _____

Address: _____
Street City State Zip

Phone: _____ Email: _____

Type of Request: Check One (Student completes)☐ Delay in starting or completing an exam: Number of weeks delay _____ Proposed due date(s): _____☐ Reduction in hours: Number of hours _____ Number of semesters: _____☐ Leave of absence: Number of semesters _____Comments: _____

_____**Reason for Request: Check All that Apply (Student completes)**☐ Health ☐ Religious Service ☐ Military Service ☐ Financial ☐ Family ☐ OtherComments: _____

_____**Supporting Documentation Provided (Student completes)**☐ Academic plan ☐ Letter to the DSC ☐ Other documentation: _____**Disposition: Check All that are Applicable (PhD Director completes)**

Delay in starting or completing an examination:

☐ Date(s) of completion _____

Reduction in hours:

☐ Semester(s) effective: Semester: _____ Year: _____

Leave of absence:

☐ Date of leave: Semester: _____ Year: _____ ☐ Date of return: Semester: _____ Year: _____

Conditions:

☐ Student required to reapply for delay, reduction or leave, if additional time is needed: When _____☐ _____☐ _____

Signatures of student, advisor, and PhD Director indicates agreement to the above deadlines.

Student's Signature Date_____
Advisor's Signature Date Approved Not Approved_____
PhD Director's Signature Date Approved Not Approved