Doctor of Philosophy in Social Welfare

PROGRAM AND POLICY MANUAL

UNIVERSITY OF HAWAI`I
MYRON B. THOMPSON SCHOOL OF SOCIAL WORK

Academic Year 2013-2014

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STATEMENT OF PURPOSE

The MBTSSW PhD program prepares students for leadership in the advancement of social welfare education, practice, policy development and research. The program promotes social justice and global understanding through scholarly inquiry using indigenous and mixed method approaches. Emphasis is placed on knowledge development which enhances the wellbeing of Native Hawaiians, and the diverse people and communities of Hawai`i and Asian-Pacific Region.

PROGRAM GOALS AND EDUCATIONAL OBJECTIVES

The major goals of the doctoral program are to:

1. Provide students with the substantive and methodological competence requisite for scholarship and research in social policy and social work practice in the field of social welfare;

2. Increase the number of social welfare professionals, especially in Hawaii and the Pacific Region, who would be qualified to carry out social welfare research and program evaluations, to teach, and to foster knowledge development in all areas of social work; and

3. Increase the number of doctorally educated social workers from underrepresented ethnic and minority groups.

The Ph.D. curriculum exposes students to a program of study and investigation that places its highest priority on independent inquiry and the enhancement of intellectual, creative, and analytical abilities. Each student completing the doctoral program will be expected to possess a comprehensive body of knowledge about the field of social welfare, related behavioral and social sciences, and the social work profession in relation to one or more social problem areas. Each student will demonstrate ability to conduct independent research on a critical social problem. Specifically, each doctoral graduate is expected to achieve the following educational objectives:

1. Apply relevant social work and social science knowledge to the resolution of critical social problems;

2. Critically evaluate the cultural dimensions of social problems and promote strategies for social problem resolution;
3. Delineate and analyze social policy and social work practice issues related to substantive areas in social welfare and conceptualize the social or behavioral processes characterizing them;

4. Analyze and apply social science theories, findings, and research methodologies to social welfare knowledge-building concerns;

5. Formulate professionally relevant and theoretically productive research questions and hypotheses, and investigate them through empirical research, with particular concern and sensitivity to culturally appropriate research methodologies and needs in Hawaii and the Pacific Region;

6. Integrate and synthesize research findings into the body of professional knowledge; and

7. Disseminate knowledge through publications and/or teaching.

To accomplish the above, the doctoral curriculum provides opportunities for students to acquire advanced and comprehensive knowledge in the following areas:

1. The application of social science theories and research to social policy analysis, program evaluation, and social work practice.
2. The conceptualization, design, and conduct of empirical research.
3. At least one critical social problem area.
4. Perspectives on culturally appropriate social welfare programs, social work practice and intervention approaches.
5. Pedagogy of teaching and research through practicum experiences.
ADMISSIONS

In addition to requirements set forth by the University of Hawai‘i Graduate Division, the Doctoral Program Committee of the School of Social Work looks for evidence of the following when reviewing applications:

1. **Education:** Applicants must have a Master of Social Work or Social Welfare degree from a CSWE accredited school/program of social work prior to beginning the PhD program. Exceptions are sometimes made to this requirement for:
   - Applicants from countries without accreditation provided they produce evidence that their degree is approved by the International Social Work Degree Recognition and Evaluation Service of the Council on Social Work Education: [http://www.cswe.org/cms/22207.aspx](http://www.cswe.org/cms/22207.aspx)
   - Allied master's degree applicants with strong credentials and with experience working in social work settings (approved by the SSW PhD Program Committee and Social Work Graduate Faculty, April 2007).

2. **Scholarly capacity:** Applicants are expected to show capacity for advanced academic work and potential for scholarship. The ability to work independently and develop competence to design and carry out rigorous research studies relevant for social work is a critical expectation of the Ph.D. program. Applicants are expected to demonstrate excellent writing skills, and evidence of analytic skills, research interest and capabilities, as part of the admissions application.

3. **Work experience:** Applicants with at least two years of experience working with multicultural populations will be preferred.

4. **Career goals:** Applicants’ interests and career goals should be compatible with the stated focus of the PhD program.

**Admission Applications**

Application to the UH SSW PhD program requires completion of two applications.

1) The School of Social Work application is located at: [http://www.hawaii.edu/sswork/phd-forms.html](http://www.hawaii.edu/sswork/phd-forms.html). Application deadline is January 15th for entrance in the fall semester.
2) The UH Graduate Division application is located at:
   http://manoa.hawaii.edu/graduate/content/forms.

Both applications are required and must be submitted to the respective offices as indicated on the application instructions.

**International Admissions**

To be eligible to apply for admission, international applicants need to meet admissions criteria and documentation requirements (refer to the Graduate Division website:
http://www.manoa.hawaii.edu/graduate/content/international).

**Language Requirement**

The School of Social Work welcomes international applicants to the PhD program. In addition to meeting the general requirements for admission to the Graduate School and the School of Social Work, applicants whose first language is not English must demonstrate English proficiency by submitting a score for either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The MBT School of Social Work expects minimum scores in accordance with the Graduate program’s requirement for teaching assistantship applicants. See Grad Division website for English proficiency minimum scores. The language requirement is necessary because of the demanding nature of the literature covered in the program and the expected high level of writing and verbal performance required of our students.

**Financial Statement**

International applicants need to show proof of sufficient funding to cover all educational and living expenses, including expenses for any accompanying spouse or children. Upon admission to UHM, only international applicants with proof of funding will receive visa documents.

The Confidential Financial Statement for International Applicants is required of most international applicants. Refer to the form for detailed instructions at the Grad Division website.

**Issuance of Visa Documents**

International applicants who have been admitted to more than one graduate program need to choose a graduate program, before the visa documents can be issued.
Enrollment Regulations

Full-Time Enrollment: International students are required by law to maintain full-time enrollment while studying in the United States. Exceptions may be granted to students with serious illness, students in their graduating semester, or students who experience academic difficulties. To enroll less than full-time, students need advance approval from International Student Services.

International Student Services (ISS)

International Student Services
Student Services Center, Suite 206
2600 Campus Road
Honolulu, HI 96822-2205
Tel: (808) 956-8613
Fax: (808) 956-5076
E-mail: issmanoa@hawaii.edu
Web: www.hawaii.edu/issmanoa

International Student Services assist international students with the maintenance of their F-1 or J-1 visa status and provide guidance and advising to students. Visit the ISS website or call ISS for additional information of interest to international students.

Health Insurance

UHM requires all international students to maintain comprehensive medical insurance for the duration of study. International Student Services (ISS) can assist international students in selecting appropriate insurance and health care services for themselves and their dependents. ISS also assists students with insurance claims.

The university sponsors two student insurance plans. Students who are employed as graduate assistants may elect to purchase a UHM employee health insurance plan. International students who wish to purchase health insurance before coming to the United States should correspond with ISS beforehand.

Admissions of UHM Faculty

UHM Faculty holding a position at rank 3 or above or the equivalent may not pursue nor be enrolled in an advanced degree program in the graduate program administered by the academic department in which he or she is employed (UHM Graduate Division).
In addition, UHM School of Social Work faculty holding a position at rank 2 (Specialist or Instructional) may not pursue or be enrolled in the PhD in Social Welfare degree program within UHM SSW. Exceptions to the aforementioned policy will be considered upon submission of a written request to the Chair of the PhD program with full disclosure describing how areas of potential conflict of interest will be addressed (see Appendix G: Conflicts of Interest: Disclosure, Review and Management).

**Part-time Attendance Requirements**

Part-time students are defined as students who are enrolled in the Ph.D. program for less than 8 credit hours per semester. **Part-time students who have not completed the core must take at least six credits per semester.** Summer courses, if offered, can be counted against this total. Directed reading hours may be counted in this total. Students who do not meet this requirement will be required to seek an official leave of absence from the program.

**REQUIRED EQUIPMENT FOR COURSES TAUGHT IN AN ONLINE FORMAT**

Students are required to have the appropriate computer equipment which includes webcam, microphone headset, and a reliable, high-speed, hard-wired Internet connection in order to participate in synchronous web or online courses.

**BRIEF OVERVIEW of PROGRAM REQUIREMENTS**

This overview provides a framework of the PhD in Social Welfare requirements. Students are responsible for reviewing the information provided in this manual and on the University of Hawai`i Graduate Division website (please see the UH Graduate Division Site Map [http://www.hawaii.edu/graduate/sitemap.htm](http://www.hawaii.edu/graduate/sitemap.htm)) regarding the program and degree requirements for the PhD in Social Welfare. Students are required to inform the School of Social Work PHD Program administrative office of any changes in their contact information, examination readiness or other relevant changes to their student status.

The PHD Program strongly recommends full-time residency, defined as 8 or more credits per semester for the first two years. **Part-time students (less than 8 credit hours per semester) who have not**

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1 UH Graduate Division policies website is the primary source cited in this document.
completed the core requirements must take at least 6 credits per semester. Doctoral students are required to earn a total of 46 graduate-level credits which does not include dissertation research credits (SW 800). Students are encouraged to remain in residence while working on the dissertation.

The first year of the program is heavily prescribed. Students normally take the Qualifying Examination at the end of the first year, which covers the content of the first-year courses in research methods, theory, and policy. All core courses must be completed prior to taking the Qualifying Examination. Passing the Qualifying Examination admits students to candidacy.

Students may begin discussing formation of their specialization committee with the PhD Chair prior to passing the Qualifying Examination. However, the specialization committee is not official until students pass their Qualifying Examination.

Students are required to take Teaching and Research Practica any time after completing the Qualifying Examinations.

In the specialization phase, students work with their specialization chair and confer with committee members to identify their substantive area of study and select courses relevant to their scholarly objectives. Students may enroll in specialization courses only after the specialization plan receives written approval from the specialization chair and members the committee.

After the specialization courses are successfully completed, students may take the SW 755 Specialization Integration Seminar. SW755 focuses on preparing students for the Comprehensive Examination (Dissertation Proposal).

The Comprehensive Examination is prepared under the supervision of the appointed dissertation chair. Once the dissertation chair and committee members determine the student is ready, the Oral Comprehensive Examination may be scheduled. Officially passing the Comprehensive Examination constitutes doctoral candidacy. The student may then advance to formally working on her/his dissertation research.

Completion and successful defense of the dissertation at a final public examination are required before the PhD is conferred. It is the student’s responsibility to collaborate with faculty and staff, use initiative to develop action plans and seek out necessary resources in order to fulfill the stated program requirements.
Ph.D. DEGREE REQUIREMENTS

The doctoral curriculum is designed to provide sufficient structure to allow students to progress smoothly through the program and, at the same time, provide the flexibility and rigor that are the hallmark of doctoral education. The organization of the curriculum is divided into core required courses to ensure that all students are equipped with comparable basic knowledge; specialization work, in which students design their curriculum; teaching and research practica; electives; a dissertation design requirement; and the dissertation. The Ph.D. in Social Welfare requires a minimum of 46 hours of course credit excluding dissertation credits (see Appendix A: PhD in Social Welfare Degree Requirements).

Core Required Courses

The core program is comprised of a series of required courses that all students must take. These core courses are in the areas of logic of inquiry, quantitative and qualitative research methods, policy analysis and program development in social work, and analysis and development of knowledge in social work. The core courses provide intensive and extensive knowledge of social work’s use of the existing social science knowledge base, appropriate research methodologies, analytic strategies and effective intervention approaches to social problems and the delivery of human services. The purpose of these core courses are to:

1. Provide knowledge unique to social work and social welfare;

2. Provide a framework for integration of knowledge, particularly the knowledge obtained from courses in other university units;

3. Provide the basic training necessary for empirical research and scholarship; and

4. Ensure that some of the unique components of the program, such as cultural perspectives, concerns of the people of Hawaii and the Pacific, and a focus on research and knowledge development, are integrated into the curriculum.
The core curriculum of the Ph.D. program consists of the following six required courses:

**Offered in the fall semester only**
- SW 651 - Quantitative Methods I (3)
- SW 750 - Analysis and Development of Knowledge for Social Work (3)
- SW 752 - Qualitative Research: Philosophical, Methodological and Analytic Approaches (3)

**Offered in the spring semester only**
- SW 654 - Multiple Regression in Behavioral Research (3)
- SW 731 - Social Policy Analysis (3)
- SW 751 - Quantitative Methods II (3)

**Prerequisites for Non-MSW Degreed Students and Course Sequencing**

Students accepted with a master’s degree in allied areas (e.g. public health, counseling, psychology, nursing) are required to take:

- **SW 630 Social Welfare Policy and Services (3 credits)**, its equivalent, or a waiver examination (must be taken on the UH campus) before enrolling in SW 731 (Social Policy Analysis);

- **SW 699 - a one credit Directed Reading course** on the social work profession which includes social work history, contemporary issues and the nature of social work practice.

- **SW 640 Introduction to Scientific Methods and Principles in Social Work (3 credits)**, its equivalent, or a waiver examination (taken on the UH campus) is a prerequisite for SW 651 (Quantitative Methods I). SW 651 is a prerequisite for SW 654 (Multiple Regression in Behavioral Research).

All required core courses must be completed before the qualifying exam.

**Specialization Area**

The individualized specialization plan is the key focus of the doctoral curriculum. A student’s specialization plan emphasizes her or his commitment to the careful study of human/social problems, and the development and evaluation of policies and programs designed to prevent or remediate social problems. In particular, the specialization allows students to plan programs of study consistent with their career goals.
Students select one human/social problem relevant to social work as a focus for their specialization. (See section on Specialization Committee and Process)

**Teaching and Research Practica**

Research and teaching practica are designed to provide students with direct mentoring and hands-on experience. Students are required to take a minimum of one semester in teaching and one semester in research. Typically, practica should be completed between passing the Qualifying Examination and the Comprehensive Examination. [Passed by majority vote by the PhD Program Committee on April 23, 2007]

The teaching practicum provides students with opportunities to develop skills for academic positions and future leadership roles. Guidelines for developing the Teaching Practicum are found in Appendix E.

A critical part of development as a scholar is knowledge development through research. The research practicum (Appendix F) targets the development of students’ research skills with these specific goals: (1) to provide research experience through participation in supervised research project prior to the dissertation; (2) to involve students in doing research early in their doctoral studies; (3) to increase students’ research skills; and (4) to develop skills in writing for publication.

**Electives**

Students are required to complete at least two elective courses. *One elective must be in the area of research methods and statistics and the second elective in program evaluation.* These courses must be chosen from the list of approved electives specified below. These elective courses are intended to reinforce each student’s knowledge in any of the core or specialization areas.

All electives are subject to prior approval by the student’s advisor. If the class is not already on the Ph.D. Program Committee’s approved list, the student must submit a graduate catalog outline or other course description prior to the beginning of the first class for Ph.D. Program Committee review and approval. If the Ph.D. Program Committee approves the course, it will be added to the electives list. Students may take additional courses beyond the two electives to further their preparation.
Approved Electives

Students are required to select one elective course in each of the two curriculum areas listed below. The courses listed below have been approved by the Ph.D. Program Committee as fulfilling the elective requirements.

**Elective Research Methods/Statistics Courses**

- SW 652, SW 655, SW 656, SW 658
- SOC 605 (Sociology) - Statistics for Regression Analysis (lab required)
- SOC 608 - Survey Research Design & Analysis
- SOC 705 - Longitudinal Data Analysis
- PH 659 (Public Health) - Methods of Demographic Analysis (cross-listed as GHPS 659 and SOC 659)
- PH 663 - Principles of Epidemiology I
- PH 664 - Principles of Epidemiology II
- PH 747 - Statistical Methods in Epidemiological Research (has prerequisites)
- PH 753 - Survival Analysis (has prerequisites)
- EDEP 626 (Educational Psychology) - Advanced Psychometrics (cross-listed as PSY 617)
- EDEP 768D - Seminar in Educational Psychology--Measurement
- EDEP 768E - Seminar in Educational Psychology--Statistics
- EDEP 768H - Seminar in Educational Psychology--Research Methodology
- EDCS 632 (Curriculum Studies) - Qualitative Research Methods
- EDCS 732 - Qualitative Data Analysis (has prerequisites)
- GHPS 659 (Global Health and Population Studies) - Methods of Demographic Analysis (cross-listed as PH 659)
- ANTH 710 (Anthropology) - Seminar in Research Methods in Cultural Anthropology
- ECON 628 (Economics) - Econometrics I (has prerequisites)
- ECON 629 - Econometrics II (has prerequisites)
- AREC 626 (Agricultural & Resource Economics) - Econometrics I (has prerequisites)
- AREC 634 - Econometrics II (has prerequisites)

**Elective Program Evaluation Courses**

- PH 765 (Public Health) - Program Evaluation (spring semesters only)
- PLAN 652 (Urban and Regional Planning) - Policy Implementation and Program Evaluation (has prerequisites)
- SOC 701 - Seminar in Evaluation Research

These courses are currently listed in the University Catalog. There is no guarantee, however, that they will be taught each year.
Minimum Grade Requirement for Core Courses

Students are required to pass all core courses with a 3.0 (B) grade or better in the 18 units of the core courses, and maintain an overall 3.0 grade point average. Students who earn less than a 3.0 (B) grade in a core course may re-enroll in the course with the permission of the Ph.D. Program Committee.

Student Progress through the Core Curriculum

All students must take at least one core course per semester and at least three core courses per academic year. Additionally, all students who have not completed the core must take at least six credits per semester.

Directed Readings SW 699’s

Students taking directed readings (SW 699) must provide the PhD Program office with information regarding the instructor and objectives of each directed study period (See Appendix C: 699 Tutorial/Directed Reading Form; forms are available at the PhD administrative office and online).

Incomplete Grades

An “I” grade is given to students who fail to complete a small but important part of a semester’s work before the semester grades are determined if and only if the instructor believes that the failure was caused by conditions beyond the student’s control and not by carelessness or procrastination. Students are expected to complete all required core courses. Students receiving an “I” should contact the instructor to determine the steps to be taken to remove the “I.” Form ISR-CI must be completed and submitted to the PhD Program office (see Appendix D).

An "I" in prerequisite courses (e.g. SW630, 640, or 699-directed readings specifically determined to be prerequisites) must be resolved with a "C" grade or better prior to the University of Hawaii add/drop deadline. If the incomplete is not resolved prior to this deadline, the student may not continue in the requisite course.

If a student receives a permanent “I” in a required program course (including SW755), the student may retake the course once. If the student fails to complete the class a second time, the student is not permitted to remain in the program.
CORE COURSE DESCRIPTIONS

SW 651 Quantitative Methods I (3) Introduction to quantitative methods in the behavioral sciences. Review of elementary statistical methods. Introduction to the general linear model as principle of data analysis. Pre: 640 or instructor consent.

SW 654 Multiple-Regression in Behavioral Research (3) Advanced application of the general linear model to complex problems of data analysis. Relation of analysis of variance and co-variance to regression analysis. Pre: 651 or instructor consent. (Cross-listed as EDEP 604)

SW 731 Social Policy Analysis (3) Students pursue in-depth a specific topic in the areas of social planning, social policy analysis, evaluation of social programs, administration, supervision, and consultation. Selectively a comparative perspective is introduced and case studies used to illustrate concepts, principles, and techniques, with implications for practice. Pre: 630 or PhD student in social welfare or instructor consent.

SW 750 Analysis and Development of Knowledge for Social Work (3) Focuses on developing an understanding of philosophy of science, theory development, social work epistemology, and the analysis and development of knowledge for social work practice. Pre: PhD student in social welfare or instructor consent.

SW 751 Quantitative Methods II (3) Empirical research methodology with emphasis on design principles and measurement theory; design and measurement issues and problems in cross-cultural research. Pre: PhD student in social welfare or instructor consent.

SW 752 Qualitative Research: Philosophical, Methodological and Analytic Approaches (3) Theories and methods of qualitative research; problem formulation, informant selection, study design, data collection and analysis utilizing qualitative approaches. Pre: PhD student in social welfare or instructor consent.

SW 755 Specialization Integration Seminar (3) Culminating experience in social welfare doctoral specialization; integration of PhD core and specialization course work. Pre: PhD student in social welfare or instructor consent.

SW 800 Dissertation Research (V) Repeatable once.
QUALIFYING EXAMINATION (QE)

The objective of the Qualifying Examination (QE) is to assess students’ knowledge, analytic competence, and ability to apply and integrate concepts across the areas of the core curriculum.

All PhD students must pass the QE in order to proceed in the program. When all required core courses are completed, and readiness to take the QE is determined with his or her faculty advisor, the student will notify the Doctoral Program Chair. If a student has an incomplete, or “I” grade, for any of the core courses, she or he is not eligible to take the QE.

Time of Qualifying Examination

Students may arrange to take the QE during finals week of the spring semester (mid-May) or prior to the beginning of the fall semester (mid-August). QE scheduling may be influenced by faculty availability or other scheduling considerations.

The Examination

The qualifying exam is a written examination consisting of questions pertaining to all areas of the core curriculum. Examination questions test students' ability to integrate and apply knowledge within and across areas covered in the core curriculum. Students must complete all parts of the exam within a year of completing all core courses.

The QE tests students on the synthesis and integration of the following core courses:

SW 750 - Analysis and Development of Knowledge for Social Work
SW 731 - Social Policy Analysis
SW 752 - Qualitative Research: Philosophical, Methodological and Analytic Approaches
SW 651 - Quantitative Methods I
SW 654 - Multiple Regression in Behavioral Research
SW 751 - Quantitative Methods II

To pass the qualifying exam, students must perform at a level that, in the judgment of the Doctoral Committee, indicates the capacity to continue in the program and to conduct independent research with the conceptual and methodological rigor expected in designing an acceptable dissertation. In order to assess that capacity, the qualifying exam
requires that students demonstrate their mastery of each subject area in a manner that reflects comprehension, critical analysis of complex issues within each subject area, and the appropriate application of the material to illustrative subject area scenarios.

The examination is “closed-book” (without any resource materials); administered in two, four-hour morning sessions. The exam may include a section on defining concepts; several comprehensive substantive, problem-based questions on research design and methods; statistics and application of statistical concepts; cross-cultural applications; social policy; and social welfare knowledge development.

To ensure student anonymity during the faculty’s evaluation of the exam, all exam responses will be written using a computer (MS Word software). Students will use a School of Social Work computer (without access to the internet). Students will not have access to books, class notes, web-based materials, or other materials while they are completing the exam.

**Examination Grading**

Students are expected to pass the QE at a performance level considered to be consistent with doctoral level education.

The QE Examination Sub-Committee consisting of faculty who taught the core courses will be responsible for creating and grading the qualifying exam. The Ph.D. Chair will designate the pool of readers for each exam, and when necessary will select additional readers. Readers will score each exam independently and anonymously.

Each student’s examination will remain anonymous until the committee has completed the evaluation. Answers to each question will be evaluated on a pass/fail basis. A student may pass, conditionally pass, or fail the exam. **Students who fail the exam, or part of the exam, will have the option of re-taking the failed part of the exam once. The re-take must occur during the same testing period i.e. within the same semester as the first take.** The Ph.D. Program will keep the exam questions and answers. Students will have the opportunity to review their exam questions and answers after the exam has been evaluated.

The exam subcommittee will be given two weeks to grade exams and to develop recommendations for students (e.g., to retake the exam if

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2 It is important to note, the Program cannot guarantee students’ anonymity to examination graders after the first take.
student "fails"; take additional prescribed course if student “conditionally passes,” etc.). Exams are to be graded without knowledge of the test-taker’s identity.

The outcome on the examination includes the following alternatives:

- **Pass.** The student passes all sections of the exam and is allowed to continue in the program.

- **Pass with conditions.** The student passes the exam but must fulfill some specific conditions before the exam is considered complete.

- **Fail.** The student fails one or more sections of the exam. When a student fails all or part of the exam, they will be given one opportunity to retake the exam. Students who fail the qualifying exam twice will lose their eligibility to remain in the program.

Each section of the exam is graded separately, and students will either pass or fail each section. Students are required to retake only the sections of the exam that they fail. They must take the entire exam the first time. If a student fails one or more sections of the exam, they must retake all failed sections during the same testing period. Students are not allowed to retake failed sections one at a time over an extended period of time.

If on the retake, a student does not pass all the previously failed sections, she or he will not be permitted to continue in the program. Thus, students will have only two opportunities to pass the exam, and by the end of the second exam they must pass all sections of the exam to remain in the program. This means that failing just one section of the exam twice will result in removal from the program.

When students pass all sections of the QE the results are reported to Graduate Division on **Form I, Pre-Candidacy Progress.**

**SPECIALIZATION COMMITTEE & PROCESS**

**Conditions for Commencing the Specialization**

Prior to taking any specialization courses the following must occur:

1. The student must pass the Qualifying Exam,

2. The Specialization Plan must be presented to, and approved by, the student’s Specialization Committee.
Specialization Committee Procedures, Submission and Approval of the Specialization Plan

In consultation with the student and his/her faculty advisor, the Chair of the Ph.D. program appoints three consenting graduate faculty members to participate in the student’s Specialization Committee (SC), one of whom is appointed as chair. The SC Chair must be from within the School. Specialization Committee members must be members of the graduate faculty in the School of Social Work. One member may be a graduate faculty in another academic unit at the University of Hawai‘i. An internal form, Specialization Committee – SSW Approval form, signed by faculty agreeing to serve on the student’s SC will confirm its formation.

If it is likely that the SC chair will be the student’s dissertation chair, the designated graduate faculty must meet qualifications to chair a dissertation committee (see Graduate Faculty Qualifications section).

Efforts to develop a specialization area and to form the specialization committee may begin prior to passage of the qualifying examination, however, specialization courses should not be taken until the QE is passed and the specialization plan is approved. Students are encouraged to engage in preliminary discussions with faculty regarding their specialization focus and appropriate courses.

Students are responsible for developing the specialization plan in consultation with the chair and committee members and keeping committee members informed about the plan. Once the written Specialization Plan and course selections are submitted to the Specialization Committee for approval, all committee members and the student meet to approve or disapprove the plan. If the committee does not approve the plan, the committee will discuss the necessary areas for improvement with the student. All members of the committee must approve the plan before the student enrolls in specialization courses.

Administrative process. Students are required to notify the PHD administrative office of the date, time and place of their specialization approval meeting. A copy of the student’s approved Specialization Plan (approval signatures must be on the document) will be submitted by the Specialization Committee chairperson to the PhD Program to be kept on file in the student’s academic folder.
Specialization Plan

Each student’s specialization plan provides a focus on the developmental work that needs to be done in a substantive area (social/human problem) of the student’s choice. By providing a critical methodological and substantive education, the Ph.D. program will produce social work scholars who possess the requisite expertise to make significant contributions to state, national, and international efforts to resolve major social welfare problems.

Guidelines for the preparation of the Specialization Plan are presented in Appendix B. The plan will include the following:

1. Statement of the problem, description of specific problem area or population with needs such as substance abuse and mental illness; immigration, trauma and health; child abuse; aging and health care policy (as a few examples);

2. Importance of the problem, i.e. rationale for selecting the topic and its relevance to social work and social welfare;

3. A clear, focused description of the program of study (follow the outline in the “Requirements for Specialization Knowledge Development”, Appendix B) to describe your learning objectives. A list of the courses to be taken (at least 12 credits) and timeline.

Specialization Courses

The program of study described in each student’s Specialization Plan will consist of at least 12 credits of course work. Three of the specialization courses (total of 9 credits) may be taken from any department across the university. In addition, students must take a Specialization Integration Seminar (SW 755, 3 credits) taken within the School of Social Work. **A student must complete at least two specialization courses prior to enrolling in the Specialization Integration Seminar (SW755).**

One of the three specialization courses may be a SW 699v (Directed Reading and Research) course. During the first year, the student may enroll in a SW 699v Directed Reading course to develop a specialization area and to prepare a Specialization Plan. However, the development of the Specialization Plan whether under 699v credits or not, cannot count toward meeting the 12 credits of specialization requirements.
The specialization courses selected by students must be appropriate to the student's individualized Specialization Plan. A student may select any 600 level or 700 level graduate courses. MSW foundation courses may not be used to meet the specialization course requirement. Social Work 700 level courses and 600 level special topics courses are acceptable provided that the instructor designs doctoral-level assignments for the student. Courses previously taken to complete the required hours in another graduate degree program may not be used to meet this requirement. Any exception to these policies must be approved by the Ph.D. Program Committee.

DOCTORAL COMMITTEE

The doctoral committee may be a continuation of the Specialization Committee (formed after a student passed the QE) or may be reconstituted with guidance from the PhD Program Chair depending on needed faculty expertise. The doctoral committee conducts the comprehensive examination and approves the dissertation research proposal and the dissertation itself. To form this committee, the student is advised to first seek a graduate faculty member who is qualified (Full Graduate Faculty-tenured faculty) and willing to serve as chair of the doctoral committee.

The committee must consist of at least five members of the University of Hawai‘i graduate faculty. The majority of the committee must be from the School of Social Work and at least one faculty member must be from another field of study (University Representative). The chair of the committee must be from the School of Social Work and both the chair and University Representative must be full members of the regular graduate faculty. Please consult the Graduate Division website on Committee Composition and Potential Members at, http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members.

After establishing the committee, the student must complete an SSW internal form, ‘Doctoral Committee: SSW Approval form’, and submit it to the Chair of the Ph.D. program. The Chair of the Ph.D. program recommends appointment of the doctoral committee to the Dean of the Graduate Division.

Committee Composition

A student who has been advanced to the dissertation stage is responsible for forming a dissertation committee. Members of the committee must review the student's research proposal and indicate
their approval by signing Student Progress Form II. The student must keep the committee informed of the scope, plan, and progress of the dissertation research and manuscript.

Note the following policies:

<table>
<thead>
<tr>
<th>Chair</th>
<th>The chair is responsible for directing and guiding the student’s research and writing activities. He or she should possess expertise in the student’s chosen research topic. It is the responsibility of the student to select an appropriate topic and to ensure that a faculty member with expertise in the topic is available and willing to serve as chair. Dissertation — Chair must be a full faculty member (regular or cooperative) in the student’s graduate program. With approval from the Graduate Division, a full affiliate graduate faculty or an emeritus faculty may serve as chair. It is possible to have co-chairs on a committee. If there are co-chairs, both chairs must attend the final defense. In order for the student to pass, both co-chairs must indicate their approval on the signature page and Student Progress Form III. On each of the forms, the word “co-chair” must follow the name of each co-chair. For administrative purposes only, the Graduate Division will treat the first co-chair listed as the chair.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Size</td>
<td>Dissertation — five members or more Students may conduct an online search to locate potential committee members [1]. The majority of the committee should be faculty from the student’s graduate program. However, exceptions are possible. Emeriti faculty may serve on a committee at the request of the student and the graduate program. Non-graduate faculty may serve on a committee under special circumstances. If choosing a non-graduate faculty to serve on the committee, attach justification and the faculty’s current CV to Form II. Graduate chairs have the privilege of being ex-officio members of all committees in their program.</td>
</tr>
<tr>
<td>Committee Member</td>
<td>Emeriti faculty may serve on a committee at the request of the student and the graduate program. Non-graduate faculty may serve on a committee under special circumstances. If choosing a non-graduate faculty to serve on the committee, attach justification and the faculty’s current CV to Student Progress Form II. Graduate chairs have the privilege of being ex-officio members of all committees in their program.</td>
</tr>
<tr>
<td>University Representative (formerly known as the Outside Member)</td>
<td>Dissertation — required The university representative is an optional member of the thesis committee and a required member of the dissertation committee. He or she should possess sufficient familiarity with the student’s research topic to be able to review and comment on the manuscript. The university representative fulfills the following functions: 1. Represents the Graduate Division on the committee, ensuring administration of proper procedures and fair treatment of the student; 2. Ensures that the level of research is indeed appropriate to the student’s degree objective; and 3. Provides disciplinary expertise and an academic perspective that may not be possessed by the faculty of the student’s graduate program. In consultation with his or her committee chair, the student shall identify a faculty from a different graduate program to serve as the university representative. In the case of a dissertation committee, the university representative must be a full regular graduate</td>
</tr>
</tbody>
</table>
faculty. The committee chair must ascertain that the university representative is indeed an individual who is at “arm’s length” from the faculty in the student’s graduate program.

**Graduate Faculty Qualifications: Dissertation Chair and Committee Members**

At UHM, the graduate faculty is composed of scholars who have a record of professional and scholarly achievements and who have agreed to work with and advise graduate students. All members of the graduate faculty are affiliated with one or more graduate programs. The faculty in a given graduate program may be composed of regular, cooperating and affiliate members at two levels — full or associate

**Types of Appointment**

1. **Regular Graduate Faculty**

These are members of the faculty whose academic appointment is in the same department that houses the graduate program with which they are affiliated. In the case of interdisciplinary graduate programs (e.g., EECB, MB, PhD in Education, and CIS), regular graduate faculty may include faculty from a number of graduate programs. The regular faculty members of each graduate program administer the various aspects of their program, including student admissions, curriculum structure and academic policies, etc. In addition, they determine the rights (including voting rights) and responsibilities of cooperating and affiliate members of their graduate faculty, as it pertains to the governance of their graduate program. Faculty who change graduate programs within the university lose their regular graduate faculty status in the former graduate program and may be appointed as regular graduate faculty in the second program.

2. **Cooperating Graduate Faculty**

In addition to serving as regular faculty in graduate programs housed in their home academic departments, faculty members may serve as cooperating faculty in graduate programs housed in other academic departments. However, faculty members must first serve as regular faculty in their home graduate programs, if such exist, before serving as cooperating faculty in other graduate programs.
3. Affiliate Graduate Faculty

These are individuals who are not faculty members of UH but who are both qualified and willing to serve as graduate faculty and to help advise graduate students. Graduate faculty who have resigned from UH may be reappointed as affiliate graduate faculty, if appropriate. Affiliate graduate faculty appointments must be processed as non-compensated appointees using the Payroll Notification Form (PNF) and renewed as appropriate.

Levels of Appointment

1. Full Graduate Faculty (Associate Professors or higher, tenured at UH or previous institution, or strong record of research and scholarship)

   Full Members of the graduate faculty are productive scholars in their academic field, as evidenced by ongoing independent professional, scholarly or artistic achievements. Full members may chair thesis/dissertation committees in their home graduate programs, and serve as committee members in any other graduate program. They may also prepare and grade qualifying, comprehensive and final exams. Full members who are regular or cooperating faculty may chair graduate programs, serve on the Graduate Council and serve as outside members on thesis/dissertation committees.

2. Associate Graduate Faculty (Assistant Professors, untenured)

   Associate members of the graduate faculty are usually new faculty who are in the process of establishing a scholarly record, individuals in administrative positions that do not allow an opportunity to continue scholarly activities, faculty with heavy teaching loads in departments that offer only a master's program, or senior faculty who have not been productive recently, but whose expertise is of benefit to graduate students. Associate members may chair thesis committees in their home graduate program and serve as members of thesis/dissertation committees in any other program. Except in special circumstances, they may not serve as the outside member. They may prepare and grade qualifying, comprehensive and final exams. They may also participate in the general administration of their home program.

COMPREHENSIVE EXAMINATION (CE)

The oral comprehensive exam is required. The purpose of this exam is to ascertain the student's comprehension of the specialization
area and the student’s readiness for dissertation research. Thus, this exam will cover the student’s area of specialization as well as a dissertation proposal. The CE should consist of the statement of the problem, review of the literature, research design and method. See Appendix G: GUIDELINES FOR THE COMPREHENSIVE EXAMINATION – DISSERTATION PROPOSAL for information regarding content.

The content and style of the dissertation proposal must conform to specifications in the current edition of the APA Publication Manual. The doctoral committee conducts the comprehensive examination.

**Administrative process.** Once the dissertation committee chair approves a student’s readiness for the CE, the student will notify the PHD Program administrative office of the date, time and place of the CE.

Passing the CE constitutes approval of the dissertation proposal. The doctoral committee chair will submit the committee-signed **Student Progress Form II (Advance to Candidacy)** to the PHD Program Chair who in turn will report the results of the CE examination to the Graduate Division.

**DOCTORAL DISSERTATION AND FINAL EXAMINATION**

**Nature and Scope of the Dissertation**

In accordance with the UH School of Social Work’s mission and PhD Program objectives, the nature and scope of the dissertation research should address the School’s mission to generate, transmit, and apply knowledge regarding the relationship between social problems and effective professional practice. Dissertation topics which advance knowledge and practice benefiting Native Hawaiian and other Pacific Islander and Asian cultures within the State and the Pacific Region are strongly encouraged.

**Dissertation Design**

The dissertation design requirement includes a dissertation seminar or at least one Directed Reading and Research course (SW 699v). This requirement will integrate and focus the student’s learning in the specialization area as it is related to the dissertation research, and to facilitate the student’s movement toward the dissertation.

**Administrative process:** For any 699 taken, students must submit a description of the SSW internal form, **Tutorial/Directed Reading** form,
which includes a description of the objectives, number of credits and instructor’s name to the SSW PhD Program office.

**Doctoral Dissertation**

The doctoral dissertation is a scholarly document resulting from original and independent research. The dissertation is a major undertaking that reflects the highest standards of scholarship and makes an original and significant contribution to knowledge and practice in the field of social welfare and/or the profession of social work. Dissertation research must follow the University standards on research ethics; see [http://manoa.hawaii.edu/graduate/content/compliance-ethical-standards](http://manoa.hawaii.edu/graduate/content/compliance-ethical-standards) for specific information.

The student must be the sole author of the manuscript, co-authored dissertation is not permitted. In addition, the dissertation should exhibit originality in the sense that it does not duplicate someone else’s work. Proprietary or classified information is not an appropriate basis for dissertation research. Data which cannot be made public are not suitable for inclusion in dissertation research. Doctoral research involves free and full dissemination of research results and a public defense of the dissertation.

The subject of a dissertation must be approved by the student's committee. When the research involves human participants approval from the UH Human Studies Program is required before the research is undertaken. See [http://www.hawaii.edu/irb/](http://www.hawaii.edu/irb/) for application process.

The dissertation presents research conducted under the supervision of the dissertation committee chair with approval and direction from the doctoral committee. Students should look to the chair of their doctoral committee for primary direction regarding research methods, writing of the dissertation and presentation of results. It is the joint responsibility of the chair and the student to see that all members of the committee are kept informed of the scope, plan, and progress of both the research and dissertation.

When the dissertation proposal has been approved by the doctoral committee, Graduate Division must be notified on **Student Progress Form II, Advance to Candidacy**. The student may then register for the dissertation research course (SW 800) during the next registration period. The student must be registered in the dissertation research course (SW 800) during the entire term in which the work for the degree is completed.

**Use of Previously Published Material**
The dissertation may not have been published previously in its entirety. With the approval of the graduate program and the committee chair, a student may include previously published material in the dissertation. In all graduate programs where the inclusion of such material is permitted, several conditions apply:

- The published material must be the product of the dissertation research conducted by the student while enrolled in the graduate program, and must not have been used to obtain another degree.
- The published material must be logically integrated into the dissertation in a coherent manner. Binding reprints of the publication to the manuscript are unacceptable.
- In general, the student should be the sole or primary author of the published material. Co-authored articles may be included only if the student's contribution is clearly defined and indicated in the introduction or preface section of the manuscript.
- Publication references for the published material must be included. In the case of co-authored material, written permission from all copyright owners must be obtained.

**Final Examination (Dissertation Defense)**

The final examination is primarily a defense of the dissertation but may also cover related subjects. This examination is required of all candidates for the doctoral degree. The examination is oral and is conducted by the full doctoral committee. A majority of the doctoral committee members, including the committee chair, must vote "Pass"; otherwise the student fails. The Chair of the Ph.D. program reports the results of the final examination on **Student Progress Form III, Dissertation Evaluation**, after all other requirements for the degree have been fulfilled.

**Administrative process.** Students will notify the PhD Program administration of the date, time and place of the DD so that public notice may be posted and Form III is prepared.

**Final Examination: Process and Procedures**

A final examination in defense of the dissertation, may cover subjects related to the DrPH Program Competencies, is oral and conducted by the candidate’s full doctoral committee. It is never less than one hour in length. The final defense is open to the public. It
should be scheduled between 8:00 am to 4:30 pm on any work day, during both instructional and non-instructional periods.

**Arrangements for the exam must be made with the PhD program office at least one month in advance, by which time the doctoral committee should have a complete copy of the dissertation, and it must occur prior to the specified deadline [http://manoa.hawaii.edu/graduate/].**

Committee Participation

Physical presence of the committee chair and the outside member at the defense is mandatory. In the event that another committee member is unable to participate physically in the final defense, the alternatives are, in order of preference:

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<tbody>
<tr>
<td>1.</td>
<td>Postpone the defense.</td>
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<tr>
<td>2.</td>
<td>Use video- or teleconferencing — Under special circumstances, a committee member may participate via video- or teleconferencing, if certain conditions are met: Advance written agreement of the student and all committee members has been obtained and submitted to the Graduate Records Office (use Petition for Remote Committee Participation Form); All materials, including any visual aids, have been distributed in advance to the remote member; The remote member participates in the entire and complete course of the meeting; The committee chair has accepted responsibility for the oversight of any logistical arrangements necessary; and Any costs associated with video- or teleconferencing have been accounted for in advance. Such costs are not the responsibility of the Graduate Division.</td>
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<tr>
<td>3.</td>
<td>Restructure the committee.</td>
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<tr>
<td>4.</td>
<td>Use proxy member. As a general rule, the Graduate Division discourages the use of proxy committee members for the defense. However, the use of a proxy member may occasionally be the only feasible solution that does not unduly penalize the student. A proxy cannot be used for the chair or the outside member. When Graduate Division grants permission for a faculty member to serve as a proxy for a committee member, the proxy is</td>
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expected to act in full capacity of the committee member he or she replaces. The proxy may ask any questions he or she deems appropriate. The proxy may require the student to revise, add or delete portions of the dissertation. Finally, the proxy must indicate approval or disapproval of the defense by completing and signing Student Progress Form III.

Committee Approval

A majority of the committee, including the chair, must approve of the defense in order for the student to pass. Should a member of the committee voting in the minority wish to have the majority decision reviewed, he or she may do so by submitting a written request to the Graduate Division. The request must state specific reasons. Upon approval of the request, the review will be undertaken by the Graduate Council.

Committee members are required to indicate their approval/disapproval of the manuscript and the defense on the manuscript's signature page and Student Progress Form III. Submit both forms to the Graduate Records Office by the appropriate deadline.

A student failing the final defense for the first time may repeat it only with approval from both the graduate program and the Graduate Division. A student failing for the second time is dismissed from both the graduate program and the Graduate Division.

Successful Defense

After successfully defending the dissertation, the student must submit it in approved format to the Office of Graduate Studies for preservation and publication.

Submission and Publication

Manuscript Submission

It is the responsibility of the student to edit and finalize the dissertation manuscript, with guidance from his or her committee. Refer to Dissertation Style Policy section of the Graduate Division website for requirements regarding margin settings, title page and signature page. You may download a copy of the Style and Policy Manual for Theses and Dissertations at the website: http://www.manoa.hawaii.edu/graduate/content/style

Dissertations are due at the Graduate Records Office by the deadline specified in the Academic Calendar.
Publication for the dissertation is required, either through ProQuest or through an alternative publisher (see Grad Division website for submission procedures), see http://manoa.hawaii.edu/graduate/content/submission-publication

THREE ARTICLE DISSERTATION OPTION

The Three Article Dissertation (TAD) option is intended to support students in establishing a publishing record, making a contribution to the professional literature, receiving guidance as they prepare professional publications and becoming more competitive in applying for academic jobs.

A student considering this option should discuss its feasibility with her or his chair as early as the specialization plan phase. All TAD dissertations require prior approval of the dissertation committee and Ph.D. Program Chair. When choosing a committee, a student should consider faculty members who have strong publishing histories. The TAD format will be monitored, evaluated and changes made to these guidelines as necessary.

Number and Nature of Articles

The student will write 3 articles under the TAD format. Each article may become part of the dissertation e.g. comprise Chapters 2, 3, and 4 of the dissertation.

The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction to the dissertation. One article previously published while the student was enrolled in the MTB SSW PHD Program may be included upon approval of the student’s dissertation committee and the Ph.D. Program Chair (see Appendix I).

Articles are submitted to journals following the style requirements of those particular journals. However, in the dissertation, the articles must follow University Graduate Division guidelines in terms of formatting and presentation.

If a previously published article is approved by the committee, the student will be responsible for securing necessary permissions (i.e., from the copyright holder and other authors).

Journals
Journals must be approved by the dissertation committee. Serving as an “editorial board” for the student, the committee will help select journals that will challenge the student and offer a reasonable chance of publication success. All articles must be submitted prior to the dissertation defense; the dissertation committee must approve any exception to this rule.

**Authorship**

Students must be sole or first author on all articles. One article may be co-authored; the Ph.D. Committee must approve any exception to this rule. Co-authors must be identified at the student’s proposal and any changes in co-authorship must be approved by the student’s dissertation committee. Co-authorship must follow authorship guidelines as outlined (see Appendix J).

**Organization of the Dissertation**

The dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1) and a conclusion (Chapter 5, assuming 3 articles are presented). The introduction should include all elements of the standard dissertation:

1. A definition or statement of the problem,
2. The importance of the problem, i.e., why it is worth researching, why it matters to the field of social work,
3. The theoretical foundation(s) supporting the problem/issue,
4. An overview of the important literature (overview, because each article submitted for the TAD will have its own unique literature review),
5. The research questions,
6. The methodology to be used to answer those questions.

The conclusion will briefly summarize the dissertation’s major findings, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work.

The dissertation will be formatted and bound or electronically submitted consistent with University Graduate Division guidelines, available on-line.

**TAD Dissertation Proposal and Defense Procedures**
Dissertations prepared using the TAD format will be subject to proposal and dissertation defense procedures as specified by program policy.

The dissertation proposal must include:

a. The introductory chapter.
b. Copies of any completed articles, whether published or not.
c. An outline of any articles in progress.
d. A list of proposed journals.
e. A timeline for completion of the work.
f. IRB approval and research procedures, if required.

For the dissertation defense, students will present a dissertation document that includes all the elements required by the University for a traditional dissertation (e.g. abstract, table of contents, appendices; introductory chapter; the three articles or studies conducted for the dissertation; and a concluding chapter).

TAD students will complete the final oral examination as described in the Final Examination: Process and Procedures section.

**ADVISING**

The Ph.D. program Chair will offer academic and administrative advising for all Ph.D. students during their first academic year. By the end of the first academic year, each student, in consultation with the Chair, shall select a graduate faculty member of the School of Social Work as the student’s advisor.
STUDENT REVIEWS

Annual Review of Doctoral Students

The annual review (conducted each spring) is intended to monitor the overall progress of doctoral students by reviewing the specific progress of each doctoral student. The Ph.D. Program Committee, the student's academic advisor, and Ph.D. course instructors participate in these reviews.

Students complete and submit a questionnaire form (provided by the SSW PHD Program office) to the Program Assistant by a designated date (provided in a notification memorandum to the student). Reviews address each student's academic progress, identify current difficulties in meeting learning objectives (if any), and needs that have program implications (such as research funds, computer access, faculty resources, etc.).

Decisions or recommendations made by the Ph.D. Program Committee will be discussed with each student by his or her advisor.

Individual Student Reviews

Individual students may be reviewed at any time during their tenure in the program at the request of an instructor, an advisor, or the Chair of the program. The purpose of this review is to discuss the performance of a student who is having difficulty in the program and to develop a plan for responding to these concerns before they become more problematic for the student.

This review will be conducted by a committee composed of the Chair of the Ph.D. program, the student's current instructors, and his or her advisor. The student will be invited to provide input during these deliberations. The review will address the academic progress of the student, assess any need for remedial academic work or learning skill development, and identify any other impediments to learning. (Form ISR-CI must be completed and submitted to PhD program, see Appendix D)

The committee will report the results of this review to the Ph.D. Program Committee. The advisor will meet with the student to implement recommended actions.
ACADEMIC POLICIES

Students should be familiar with UH Graduate Division Academic Policies. Complete information regarding withdrawal, academic progress, the Seven-Year Rule, leave of absence, academic standards, conduct code, grading policies, disciplinary actions, grievance, concurrent degrees, credits, graduation and other academic issues may be located at the Graduate Division website, http://manoa.hawaii.edu/graduate

Continuous Enrollment

Once admitted into UHM, all graduate students need to be enrolled continuously (excluding summer session) until they graduate.

After passing the Comprehensive Examination, domestic students must be enrolled in at least one credit each semester. The credit may be for course work, dissertation or research.

International students are required by law to maintain full-time enrollment while studying in the United States. Exceptions may be granted to students with serious illness, students in their graduating semester, or students who experience academic difficulties. To enroll less than full-time, students need to obtain advance approval from International Student Services.

Leave of Absence

Unless a leave of absence has been approved in advance, a student who fails to maintain continuous enrollment (excluding summer session) is considered withdrawn from the University. Students on approved leave do not pay tuition or fees. Students who will be consulting with UH faculty or using UH facilities or staff services should not request leave.

Length of Leave Allowed

Each student is allowed up to one year of leave. A student may take one additional year of leave for maternity or to care for an ill family member.

Time on approved leave is not counted against time allowed for the completion of graduate programs. However, leave will not be granted simply to avoid the seven-year limit. See Seven-Year Rule.

Who May Apply

In order to apply for leave, a student must:

- Be enrolled currently,
• Be in good academic standing, and
• Have completed at least a semester of course work relevant to degree objective.

How to Apply

Students who wish to petition for leave need to file a Petition for Leave of Absence with the Graduate Records Office. Students who must maintain full-time enrollment due to their status as international students, guaranteed loan recipients, East-West Center grantees, or veterans need to obtain approval from the respective offices before petitioning for leave.

Return from Leave

Students who wish to return sooner from an approved leave should contact the Graduate Records Office by the deadlines indicated below:

<table>
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<tr>
<th>Semester of Return</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Summer Session</td>
<td>March 1</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>April 1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 1</td>
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</tbody>
</table>

Students who do not return from leave on the specified date will need to apply for readmission.

Concurrent or Sequential Degrees

A student pursuing multiple graduate degrees, whether concurrently or sequentially must complete all course and residency requirements of each degree program. Multiple theses or dissertations must be entirely distinct and not incorporate parts of each other. Double-counting of credits between multiple graduate programs must adhere to official Graduate Division policies. See Double-Counting Credits – Graduate Division website.

A student pursuing multiple graduate degrees concurrently is considered to be pursuing each one independently, in the sense that each degree can be awarded when all of its requirements are met. See UH Graduate Division website: Admissions < Concurrent Degrees and Admissions < Sequential Doctorates for admission policies.
Seven-Year Rule

In general, graduate students at UHM need to complete all degree requirements within seven years after admission to their programs. An approved leave of absence is not counted in the seven years. Returning UHM grad students who are readmitted to the same graduate program for the same degree objective are subject to degree requirements at the time of readmission.

Extensions and Leave of Absence Policies

Extension of the time allowed may be granted to a doctoral student, if at the end of year seven, the student has completed all degree requirements except the dissertation. To file for an extension, the student's graduate program submits a petition to the Graduate Division. If the program does not file for an extension, the student will be placed on probation.

The petition for extension must define measurable benchmarks, and the extension must be renewed annually. Renewal is possible only if the student is meeting the benchmarks defined in the petition. A student who fails to meet the benchmarks will be placed on probation. A student on probation who then makes academic progress will be taken off probation. A student on probation who does not make progress will be dismissed.

Conduct Code

The University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Members of the UHM academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment that supports these activities.

Members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution. Students who are disruptive are subject to a variety of disciplinary actions that may include reprimand, probation, restitution, suspension or expulsion. Continued enrollment at UHM is contingent on appropriate academic conduct.

Some graduate students are professionals or professionals-in-training in their respective fields, and as such, are subject to the ethical and conduct standards of their profession. Their continued enrollment at
UHM is contingent on appropriate academic conduct as well as professional behavior.

It must be recognized that members of the academic community have the same privileges and responsibilities with respect to the law as do members of the larger society. As a result, members of the UHM campus community must acknowledge that when the interests of the university are violated by a student, the student is accountable to the institution and may also be held responsible to civil authorities. These interests of the university are described in the University of Hawai‘i at Mānoa Student Conduct Code.

**Disciplinary Actions**

**Probation**

Students on probation are not considered to be in good academic standing. A student may be placed on probation for any of the following reasons:

- Failure to maintain the required GPA. (A student whose cumulative GPA falls below 3.0 after eight credits of course work is placed on probation for the following semester.)
- Failure to make adequate academic progress, including having too many incompletes or exceeding the time allowed for completing degree requirements.
- Failure to comply with conduct code.

A student on probation is required to register during the probationary semester. If there are extenuating circumstances preventing registration, the student may obtain approval from the graduate chair and petition the Graduate Division to waive this requirement.

Normally, no extensions of the probationary semester will be granted. Under extenuating circumstances, a student with approval from his or her graduate chair may petition the Graduate Division for an extension.

**Dismissal**

A student on probation who fails to meet the minimum required academic standards at the end of the probationary semester will be dismissed. A student may be placed on academic probation only once. A student who has already been on probation will be dismissed, if he or she again fails to meet the minimum required academic standards in any subsequent semester. A student may also be dismissed for the following reasons:
Failure to pass the general, comprehensive or final examinations required by his or her graduate program.

Failure to comply with conduct code (see Grad Division website).

Procedures for academic dismissal must allow for due process.

Disciplinary Action Letters
At the end of each semester, the Graduate Records Office sends out academic probation and dismissal letters to students who have been placed on probation or dismissed. Copies of the letters are sent to the graduate programs, and if applicable, to appropriate units such as:

- East West Center
- Financial Aid Services
- Hamilton Library
- International Student Services
- Outreach College
- Student Employment and Cooperative Education Office
- Student Housing Services
- Veterans Administration

Students on academic probation who subsequently raise their GPA to above 3.0 will receive letters of removal from probation from the Graduate Records Office. Copies are sent to units that received the initial letter of probation.

Transcript Notations
Academic probations and dismissals are noted on the transcripts.

Grievance Procedures
There are two different avenues to redress a grievance, depending on whether the grievance is academic or related to discrimination or unfair treatment. The School as well as the University encourages the resolution of grievances at the lowest level. If resolution of a grievance does not occur at a particular level, the appropriate referrals can be identified and discussed. It is against University policy to penalize or retaliate against any party for participation in grievance resolution.

Academic Grievance Procedure & Student Responsibilities
Grievances involving professional practice within a specific graduate program are handled by the said program; the final authority over which rests with the dean of the respective school or college. The
Program’s policies and procedures apply to grievance situations, such as grievances involving:

I. Specific graduate program requirements (including adequate academic progress),
II. Qualifying and comprehensive exams,
III. Formation and composition of the thesis or dissertation committee,
IV. Final defense of the thesis or dissertation,
V. Infringement of intellectual property.

Before filing a formal grievance against a faculty who has failed to fulfill faculty responsibilities, a graduate student must have fulfilled the responsibilities listed below:

- To abide by academic regulations and standards and conduct code.
- To make a good faith effort at informal conflict resolution, using available campus resources.
- To refrain from frivolous grievances.
- To follow official grievance procedure.

Please visit http://manoa.hawaii.edu/graduate for current information regarding academic grievance procedures.
Resources within the School and the University

**Dean of the School of Social Work**
Noreen Mokuau
808-956-6300
Henke Hall 224
email: noreen@hawaii.edu

**School of Social Work Assistant to the Dean**
Nathan Chang
Henke Hall 120
808-956-6205
email: nchang@hawaii.edu

**Chair of PhD Program**
Paula T. Morelli
Room 126B
808-956-6124
email: morelli@hawaii.edu

**PhD Program Assistant**
Jennifer Kishida
Room 230
808-956-3831
email: jenkishi@hawaii.edu

**SSW Student Services**
Mari Ono
Henke Hall 133
808-956-6129
email: mariono@hawaii.edu

**Dean of the Graduate Division**
Patricia Cooper
808-956-7541
Spalding 361
email: pcooper@hawaii.edu

**Associate Graduate Dean**
Julienne Maeda
808-956-8544
email: tokuno@hawaii.edu

**Gender Equity Specialist**
Jennifer Rose
808-956-9977
email: rosejenn@hawaii.edu

**UH Equal Employment Opportunity/Affirmative Action**
Mie Watanabe
808-956-7077

**UH Civil Rights Specialist**
Jill Nunokawa
808-956-4431
email: jln@hawaii.edu
APPENDIX A: PHD IN SOCIAL WELFARE DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>First Year Core Courses</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SW 651 (3) Quantitative Methods I</td>
<td></td>
<td>SW 654 (3) Multiple Regression in Behavioral Research</td>
</tr>
<tr>
<td>SW 750 (3) Analysis &amp; Development of Knowledge for Social Work</td>
<td></td>
<td>SW 731 (3) Social Policy Analysis</td>
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<tr>
<td>SW 752 (3) Qualitative Research: Philosophical, Methodological and Analytic Approaches [effective Fall 2005]</td>
<td></td>
<td>SW 751 (3) Quantitative Methods II</td>
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<tr>
<td>Prerequisites for Non-MSW students:</td>
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<tr>
<td>SW 630 (3) Social Welfare Policy and Services</td>
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<tr>
<td>SW 699 (1) Directed Reading in Social Work Practice</td>
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<tr>
<td>SW 640 (3) Intro to Scientific Methods &amp; Principles in SW</td>
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</tbody>
</table>

QUALIFYING EXAMINATION (QE) All core courses must be completed prior to taking the QE. [UH Progress Form I Pre-Candidacy]

Teaching and Research Practica (Both required, to be taken as SW 699’s 3 credits each) Register for practica any time after QE

Specialization Courses & Plan (Year 2, 3)

**Students must pass the Qualifying Exam prior to taking Specialization courses.**

Optional: SW 699 (1) Development of Specialization Plan. [Specialization Committee - SSW Approval Form]

As many courses as needed, 5 courses recommended. A minimum of 12 credits is required: 3 specialization courses may be taken from any department across the University. These courses should be at the graduate level (500 & above).

**Specialization Integration Seminar SW 755 (3 credits) taken after at least 2 specialization courses completed** (must be passed to move to CE).

Electives

At least two elective courses: One must be in the area of research methods or statistics; the second elective in program evaluation (See Approved electives section). Electives may be taken, with the approval of student’s advisor.

Dissertation

SW 699v Directed Reading for Dissertation Design; Formation of the Doctoral Committee [Doctoral Committee - SSW Approval Form]

**ORAL COMPREHENSIVE EXAMINATION** [UH Progress Form II-Advancement to Candidacy]

SW 800 (1) Dissertation Research FINAL EXAMINATION [UH Progress Form III-Dissertation Evaluation]

Core courses: 18 credits
Specialization courses: 12 credits minimum
Integration seminar (SW755): 3 credits
Research & Teaching Practica: 6 credits
Electives: 6 credits minimum
Dissertation design (SW699v): 1 credit
Total minimum credits: 46 credits (excluding dissertation credits & prerequisites) [effective Spring 2007]
APPENDIX B: GUIDELINES FOR SPECIALIZATION PLANS

The purpose of the Specialization Plan (SP) is to develop and describe students’ program of study in the Ph.D. program. The SP should clearly explain the human/social problem area the student proposes to study, importance of the problem, rationale for selecting the topic, and learning objectives, all of which will support the development of doctoral level expertise.

Upon completion of the SP courses, the student is expected to possess doctoral level competence and knowledge in the selected focus area as specified in the Requirements for Specialization Knowledge Development section below. Thus, the student will acquire in-depth understanding of the major theories and conceptual frameworks regarding both the nature of the problem and the interventions related to the problem; detailed understanding of the research findings, methodologies and directions within the area; historical, theoretical and empirical understanding of the key social policies in the area; and especially important, the potential cross-cultural impact of theoretical and empirical work on indigenous people.

Once SP course work is completed, students will take the Specialization Integration Seminar (SW755) for the purpose of developing the dissertation study (Comprehensive Examination).

Requirements for Specialization Knowledge Development

Please write the SP in a clear, coherent fashion using the following outline (approximately 10-15 pages, using APA writing style throughout; see Publication Manual of the American Psychological Association, current edition):

I. Abstract/summary of SP purpose/rationale, and study plan.
II. Substantive Area/s of Focus or Problem Area
   A. Statement of the problem/substantive area (e.g. health disparities, behavioral mental health topics, child welfare topics, economic social development, gerontology issues, indigenous people’s wellbeing, etc.)
   B. Importance of the problem; rationale for selecting this focus
   C. Relevance to social work and social welfare
   D. Literature, empirical evidence regarding the problem area.
   E. Cultural relevance (e.g. minorities, indigenous people, other cultural or population-specific groups

3 The SP outline topics represent areas the student plans to study in-depth.
II. Theories/Conceptual Frameworks regarding the Problem/Topic  
A. Definitions (e.g. indigenous and those holding sway)  
B. Major theories (brief descriptions of the major concepts and propositions, issues, etc.)  
C. Analysis of these theories (statement of the current state of theoretical work in this area)  

III. Interventions related to the Problem/Topic  
A. Major intervention areas  
B. Specific intervention theories  
C. Specific intervention approaches (applications)  
D. Results of studies of intervention approaches  
E. Analysis of these intervention approaches  

IV. Policy  
A. Major policies relevant to the problem/topic  
B. Suitable framework for policy analysis  
C. Results of policy implementation studies  
D. Policy directions  

V. Research Methodologies  
A. Common Methodological Issues within the Problem Area  
B. Specific research methodologies appropriate or relevant for the identified area of study  
C. Strengths and limitations of the research method/s (including multi-method approaches)  

VI. Cultural Issues  
A. Populations impacted by the problem area  
B. Empirical evidence  
C. Challenges associated with research  
D. Questions to explore in terms of cultural implications  

VII. Study Plan  
A. Based on your initial analysis of the problem area, what is your action plan for studying the problem area?  
B. What courses will you take? Why?  
C. When do you expect to complete SP courses, the Comprehensive Exam and dissertation study?  

VIII. List of Specialization Courses and Timeline for completion  
(may include a statement regarding recently completed coursework applicable to focus area)
The student and faculty meet to develop and specify the objectives or end products (e.g. specialization plan).

To obtain a registration entry code, this form must be completed in full and signed by all parties. SUBMIT TO THE PHD PROGRAM OFFICE AT LEAST TWO WEEKS PRIOR TO THE FIRST DAY OF THE SEMESTER

The PhD Program Office: Obtains the Program Chair’s approval and emails the entry code to the student.

Student’s Name: ___________________________ UH ID#: __________________ Date: ____________

Semester/Year: _____________________________ Number of Credits: __________

Instructor’s Name: _________________________ Email __________ Contact Number _____________

This document serves as the course syllabus or learning agreement (use additional pages as needed).

COURSE DESCRIPTION (Subject to be covered):

Plan of Study:
Learning Goals/Purpose of course:

Expected Outcome/Product:

Method of Evaluation:

Signature of Student: ___________________________ Date: ____________

Signature of Instructor: ___________________________ Date: ____________

Signature of PhD Chair: ___________________________ Date: ____________
In the case of an incomplete: The student and faculty develop and specify the objectives or end products (e.g. paper completion, conceptual or editing). Completed ISR-CI form is submitted to PHD Program.

In the case of an individual student review: Student and student’s chair/advisor identify issues and expected benchmarks. A review meeting with the PHD chair may be requested. Completed ISR-CI Form submitted to PHD Program.

The instructor or faculty chair informs the PhD Program Chair of updates or the outcome after the expected date of completion.

Date: ____________ Student’s Name: __________________________ Contact #: __________________

Instructor’s or Faculty Chair’s Name: __________________________ Contact #: __________________

Check one: Incomplete Completion Plan ____ ; Individual Review Plan ____

PLAN/OBJECTIVES (remediation plan):
Describe Specific Issues (may example such as attach paper w/evaluation comments):

Expected Outcome/Product:

Expected Date of Completion &/or other specific terms:

Signature of Student: __________________________ Date: ______________

Signature of Instructor: __________________________ Date: ______________

Or

Signature of Student’s Chair: __________________________ Date: ______________

Signature of PhD Chair: __________________________ Date: ______________
APPENDIX E: TEACHING PRACTICUM

[Passed by majority vote by the PhD Program Committee, April 23, 2007]

TEACHING PRACTICUM

Introduction

Teaching preparation experiences are useful to all future leadership roles including but not limited to those for academic positions. These procedures are intended to maximize the educational benefit from the practicum.

The following guidelines are intended to standardize the practicum experience and assignment to a practicum. Students are not constrained from seeking out and negotiating a teaching practicum outside those offered via these procedures. However, all practicum assignments must be approved by the PhD Program Chair before the student is officially registered for the course.

Planning Procedures

The Teaching Practicum is typically taken in the second year for one semester (or two semesters, if more experience is desired).

1. During the spring semester, the Program office sends out a survey to faculty to assess their willingness to supervise a student intern in the following academic year.
   Where feasible, priority will be given to the following:
   - Required courses that will provide interns with experiences valuable to their entry into the job market
   - Courses that lend themselves to clearly identifiable units, so that an intern will have responsibility for one or more sessions
   - The instructor’s availability to provide necessary supervision
   - Master’s or undergraduate level course (not one in which other doctoral students are registered).

2. The teaching practicum may not be in conjunction with a Teaching Assistantship, i.e. the student may not be a TA for the same course in which the teaching practicum is taken. (This requirement may be waived by petition to the Program Chair when a clear case can be documented that neither the pedagogical goals of the practicum nor class support needs would be compromised and that the student’s previous teaching experience warrants combining the roles.)
3. The Program Chair reviews the surveys, which are made available to all students. Students are free to investigate additional opportunities; however, all practicum assignments must be approved by the Program Chair before a student officially registers for the course.

4. Practicum arrangements should be done well in advance of the semester in which the course is to be taken so that students may be involved in course preparation tasks.

Registration and Course Conduct

- **Learning contract development:** Once assignment for the Teaching Practicum is finalized, the student and faculty member meet to develop a learning contract. The contract should include specific descriptions (type written) of how the student will be involved in the following and can include other tasks as appropriate or desired:
  - Syllabus preparation
  - Coordination of teaching and evaluation activities
  - Reading papers/assignments
  - Grading papers/assignments
  - Communication between student and instructor throughout the semester
  - Teaching a course module

- **Student responsibilities:**
  - The average time devoted to the teaching practicum is expected to be 8-10 hrs per week.
  - The time is spent on activities such as class preparation, classroom time, office hours, assignment review/grading, meetings with the faculty supervisor, and other relevant activities negotiated as part of the contract.

- **Faculty responsibilities:**
  The practicum is based on a mentorship model. The assigned faculty should involve the student in as many aspects of course planning and execution as possible, and meet with the student regularly. Some common areas of teaching that faculty should support students in learning are:
  - Understanding the educational goals of the course.
  - Understanding the relation of the course goals to specific content areas included in the course and the process of selecting reading materials.
- Understanding the relation between course goals and content and the instructional methods used.
- Understanding the relation between course goals, content, teaching and the types of student evaluation methods selected.
- Understanding the conceptualization and execution of the course syllabus including the specifics of the course outline.
- Preparing a class session and when appropriate teaching a portion of a session.
- Acquiring classroom management skills.

Outcomes/Evaluation

1. Students write a brief summary of the Teaching Practicum describing:
   - How fully they achieved their learning objectives
   - Self-assessment of their teaching perspectives, current strengths, areas they believe additional knowledge and training is needed. This report may serve as part of the student's teaching portfolio.

2. A copy must be provided to the Program Office at the end of the semester.

3. Faculty Evaluation: The faculty and student should discuss the strengths and limitations of the practicum experience. The faculty will assign credit/no credit for the course. In cases of a “No Credit” or “Incomplete,” the faculty should notify the Program Office and specify a plan for resolution.
RESEARCH PRACTICUM

Introduction

A critical part of development as a scholar is knowledge development through research. The research practicum targets the development of students’ research skills with these specific goals: (1) to provide research experience through participation in supervised research project prior to the dissertation; (2) to involve students in doing research early in their doctoral studies; (3) to increase students’ research skills; and (4) to develop skills in writing for publication.

Course Format

The research practicum may be taken for one or two semesters.

Practicum Course Planning and Requirements

1. The Program office will alert students regarding faculty research opportunities. PhD students may also independently investigate additional research mentorship opportunities.

2. The Program Chair is available to discuss options, make recommendations and facilitate students’ initiation of discussion with specific faculty members.

3. The research practicum must be described in writing as approved by the sponsoring faculty and submitted to the Program Chair before a student officially registers for the course.

4. Student and faculty agree upon learning contract which should include the following in type-written format:
   - Inclusive dates of the research practicum
   - Days and hours the student will regularly devote to the practicum
   - Research skills the student will learn
   - Research tasks the student will perform
   - Research training the faculty will provide
   - Time and frequency of supervisory meetings between student and faculty
➤ A brief description of the written product that will result from the practicum.

**Outcomes/Evaluation**

1. Students write a brief summary of the practicum activities or other negotiated product, a copy of which is submitted at the end of the practicum to the faculty preceptor and to the PhD Program Chair.

2. **Faculty Evaluation:** The faculty and student should discuss the strengths and limitations of the practicum experience. The faculty will assign credit/no credit for the course. In cases of an “Incomplete,” the faculty should notify the Program Office and specify a plan for remediation.
APPENDIX G: GUIDELINES FOR THE COMPREHENSIVE EXAMINATION – DISSERTATION PROPOSAL

Comprehensive Examination General Outline*
(*See detailed outline in the next section)

Your proposal should include and address the following areas:

**A Title:** should communicate the essence of your project/specific research focus, or your unique perspective of the research area.

**An Abstract:** which clearly states the purpose and objectives (Is this an experimental, exploratory, descriptive, or other study?); problem or questions you intend to address; a brief summary of what the literature states; and your methodology.

**Statement of Problem:**
- What is the specific problem you are addressing through this research as relevant to social work? (What the literature says; your review of the literature)
- What are the gaps your study will address?
- Why is this area in need of research; why is it of particular importance?

**Purpose of the study:**
- Why is this study being done? What is the study about?
- How does it fit into what is already known?
- If you are taking a stance, what your relationship to the area of investigation? Who will benefit?

**Background and Significance of the Problem:** Flesh-out why this topic important; use subheadings reflecting the specific areas that are of importance to this problem area based on your knowledge of the literature; cite all references.

**Theoretical Framework/s being used in this study:**
- What theoretical frameworks are guiding your intended research? Why? What’s your rationale for using it/them?
- How will you apply the theoretical frameworks to your study?
- What is the significance of studying this area with your chosen methodology?

**Methodology:**
- Specific Aims: What are the specific research questions you will
address?
- Design: How do you plan to study this problem? What method/s will you use to collect data? Where and how will your sample be drawn? Give rationale.
- Data analysis procedures: What method will you use to analyze data and how will you do it?

**Study limitations:** How might the study be limited?

**Implications for Social Work:**
- Where and how will the findings be useful? E.g. Social work practice, policy, education, research, etc.

**Timeline:** Provide a time line, from pilot to finished thesis.

**References**

**Appendices**

**Detailed Research Proposal & Process Outline**
[*The following outline provides detail to the previous general outline and is aimed at aiding you to develop each section of the study.]*

**Research Problem Formulation & Justification**

**Problem Area:** What specific problem area are you addressing in this research that is relevant to social work? Clearly state the social problem area. E.g. Maternal Depression and Child Maltreatment Among Women

**Justification for Study:** (complete extensive literature search of salient research to develop this section.) Discuss the following clearly and with specificity (help the reader understand your reasoning):

- What does the literature say about this problem? (discuss characteristics of the problem; significant findings in the area; a few significant studies that relate to your specific area of study)

- Why is this area in need of research? (discus the gaps in this area of research, and how gaps relate to what you will study)

- What is the purpose of your study? Discuss the specific purpose, aims or goals of your study. For example: This study will explore the experiences of ethnic minority women who are depressed and caring for their children; or The purpose of this study is to replicate a study which suggested that there is a relationship between maternal depression, increased risk of aggression, and child abuse (Lee, C.M. & Gotlib, I. H.; Zuravin, S. D., 1989); or The
The purpose of this study is to examine how ethnic support systems influence the presence and magnitude of depression (i.e. mild, moderate or severe) for mothers of color.

**Theory base:** Discuss the theories that may have been used to explain the problem or phenomenon you are studying. Discuss the theory base will you utilize in your study. Why are you using this/these theory/theories (rationale)?

**Research Questions**

State the research questions that you hope to answer through your research. There may be more than one research question if they elucidate the research focus.

- For example: What factors contribute to the risk of aggression and child abuse in depressed mothers? How do ethnic support systems influence the presence and magnitude of depression (mild, moderate or severe) for mothers of color? What are the coping resources relevant to mothers of color? How do these resources relate to such factors as ethnic group membership, social support, and bi-cultural identification?

**Study Design, Ethical Concerns & Limitations**

**Study Design:** How will the study be done? Human subjects procedures and ethical issues: discuss the human subjects procedures you will utilize and what ethical considerations (examine NASW ethics) need to be addressed.

**Research Methodology:** consider & discuss what type of research methodology would best achieve your study purpose (quantitative, qualitative, single subject, experimental, quasi-experimental, program evaluation, etc.).

Sample: discuss where & how will you draw your sample, and what type of sample you will gather. What is your unit of analysis? (individuals, groups, etc.) Describe your sample: who are they?

**Measurements or instruments:** Discuss what types of measurements or procedures you will use to collect data. (Include a copy of standardized instrument, survey, sample interview questions [3-5 possible questions], field observation guide, or other instrument)
Data analysis procedures: Discuss the procedure will you use to analyze data (this does not have to be in great detail). The question is: how will you determine what the data collected means?

Study Limitations: Discuss the limitations of your study in terms of methodology, analysis, applicability of findings or other pertinent issues or situations. Use these questions to develop this section:

- Why might the findings of this study be held as tentative or contingent on further study?
- How well might the results generalize to members of the wider population?
- What reservations do you have about the design and execution of the study?

Administration & Timeline: Discuss over what period you will conduct your study (When do you anticipate starting and ending based on the type of study, sample size, data collection procedures, report completion, etc?); funding issues, and other practical considerations.

Implications for Social Work: Discuss how your proposed research may contribute to social work practice, policy, education or future research. In what ways can your study contribute to social work practice, policy, social work education or future research in the specific area of concern?

Bibliography - References
APPENDIX H: CONFLICTS OF INTEREST: DISCLOSURE, REVIEW AND MANAGEMENT

[Adapted from University of Colorado – Conflicts of Interest and Commitment; approved by the UH SSW PhD Committee, March, 2008]

Those evaluating conflict of interest disclosures need a framework for determining the permissibility of entrance into the PHD program and for assessing the degree to which disclosed relationships and/or activities may pose risk to the applicant, employee, the institution, and other entities that may be affected. Presented below are questions for evaluating potential conflicts of interest. Other questions related to special circumstances should be added as appropriate. The goal in applying these questions should be to determine the correct mode of dealing with any real or apparent conflicts.

Any individual seeking admission into the PhD Program in Social Welfare who is currently employed as UH SSW faculty or applying for a SSW faculty position (.5FTE or more, specialist or instructional) must prepare a written request to the PhD Program Chair which provides the following information:

A. Faculty Position Description and other details (current or sought after)
   1. Title of position and rank
   2. Primary investigators of the project and/or direct supervisors work
   3. Duties of the position in relation to the UH School of Social Work
   4. Funding source of the position

B. Other relevant information regarding your employment at the School that poses potential of bias or conflict of interest.

C. How will potential conflicts of interest and bias be addressed? What provisions do you and the employer propose?

When presented with the facts of a given applicant, the reviewer must first determine the extent of potential conflict of interest or bias in professional and educational activities of the applicant. If it appears there is genuine cause for concern, the reviewer must ascertain whether appropriate controls can be developed to deal with possible conflicts. The PhD Chair will review documentation provided by the applicant and may request the opinion of the PhD Committee. The PhD Chair’s
rendered decision will be final. The following questions are suggested for the determination.

1. Has all relevant information concerning the individual’s activities been acquired (i.e., has there been full disclosure)?

2. Exactly how does employment within the School pose potential conflicts of interest?

3. Does the proposed plan to avoid conflicts of interest adequately address the situation? That is, could the proposed plan withstand public scrutiny?

4. How can the student’s program committee membership be composed to avoid potential conflicts of interest?

5. Do the individual’s reported external time commitments exceed permissible levels?

6. Does the individual appear to be subject to incentives that might lead to conflicts or bias?

7. Is there any indication that workload obligations to the University will not be met?

8. Do the current engagements of the individual represent potential conflicts between outside interests (e.g. working on projects simultaneously for competing business entities)?
APPENDIX I: INCORPORATION OF PREVIOUSLY PUBLISHED,
ACCEPTED, AND SUBMITTED ARTICLES AS CHAPTERS OF A
DISSERTATION

1. The dissertation (final product) looks like any other
dissertation. In other words, it has the same component parts
and the same format as any other dissertation.

2. Each previously published reprint and accepted or submitted
article (or chapter as an article prepared for publication) is
treated as a separate chapter.

3. The dissertation must have a general abstract that covers all
components. A general introduction and general conclusion
are recommended.

4. If a dissertation incorporates a previously published article,
references should be placed at the end of each chapter—not at
the end of the manuscript. Each set of references may follow
a different style guide, depending on the journal in which the
chapter is published or will be published.

5. The reprints are accepted as they are, except they must be
single-sided copy only, must fit within the thesis margins, and
must be numbered consecutively with the rest of the text. All
other chapters (whether accepted, submitted, or in
preparation) must fit UH guidelines, as specified (margins,
subheads, figure and table placement, etc.).

6. In the List of Figures and List of Tables, figures and tables
from reprints are treated as if they are numbered with respect
to the rest of the text. A local, decimal numbering scheme
must be used. For example, in the List of Figures, the first
figure in Chapter 5, which is a reprint, is listed as 5.1.

7. The requirement that all print be at least 2 mm does not apply
to reprints.

8. Copyright issues frequently arise with previously published
material. The students need to obtain permission to duplicate
copyrighted material (and, possibly, multiple author releases).
APPENDIX J: AUTHORSHIP AND COLLABORATIVE RESEARCH

As part of their doctoral preparation, all Ph.D. students should engage in research and scholarship in collaboration with their peers and/or faculty. This process should be based on the principles of mutual respect, critical inquiry, and collaboration. The following guidelines apply:

1) Early in their work with students, faculty members have a responsibility to discuss and agree upon each contributor’s responsibilities and authorship expectations, including order of authorship. Faculty have a special responsibility to help students contribute as much as they are able.

2) As soon as possible in any research or writing collaboration those involved should come to an agreement regarding data ownership.

3) All contributors making a substantial contribution to articles should be listed as authors.

4) Order of authorship generally should reflect extent of contribution, except that the level of contribution required for students to be listed as authors may be less than that required of faculty. When individuals’ contributions are approximately equal, preference in order of authorship should be given to students.

5) Faculty have the responsibility to assure that students’ dissertations represent original, independent work. Articles that students prepare based on their dissertation findings would be expected to list the student as first or sole author.