

THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

Supervising Committee for the Doctoral Program
in Social Work and Social Science

# GUIDELINES TO REQUIREMENTS FOR DOCTORAL STUDY IN SOCIAL WORK AND SOCIAL SCIENCE

FOR THE PH.D. DEGREE IN:

SOCIAL WORK AND ANTHROPOLOGY
SOCIAL WORK AND ECONOMICS
SOCIAL WORK AND POLITICAL SCIENCE
SOCIAL WORK AND PSYCHOLOGY
SOCIAL WORK AND SOCIOLOGY

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# I. Introduction

The Supervising Committee for the Doctoral Program in Social Work and Social Science has established the following guidelines, policies, and procedures in addition to the general Graduate School requirements for the Ph.D. degree. This guide supplements the general brochure that describes this combined social work and social science program. Each student should be familiar with the current edition of the Horace H. Rackham School of Graduate Studies official bulletins as well as this statement. Students entering without an M.S.W. should also consult the School of Social Work's official bulletin.

Each student will plan the individual program of study in consultation with faculty advisers who will consider prior preparation as well as the student's academic and professional objectives. The requirements set forth in this statement are designed to insure the opportunity to develop special competence in one social science discipline, in one or more areas of social work, and in their integration. Flexibility is achieved by the range of specialized study available in social work and in the social science discipline. Within each of the disciplines, there are various specialized subjects that may be pursued. Within social work, there are four major areas of the curriculum in which social work courses may be taken. The supervised research internship may be tailored to the student's particular interests and the dissertation may be directed to any number of particular issues germane to social science and social work. By carefully choosing from the options when planning a program of study, the student can obtain the specialized competence that is needed, while meeting minimum requirements that are intended to provide breadth and integration.

It is the student's responsibility to plan a program to fulfill stated requirements. Requirements are altered periodically as changes are made in the graduate programs of the associated departments and the School of Social Work. Minimum requirements beyond those obtained when the student is admitted to the Doctoral Program will not be increased. Students are advised to consult their adviser about options that may become available during the course of their studies. The Supervising Committee for the Doctoral Program makes final determination that the student meets minimum requirements.

The student must maintain the quality of work required of all Ph.D. students by the Graduate School or of all M.S.W. students by the School of Social Work, if registered for that degree. In addition, the student's record will be reviewed annually by the Supervising Committee to determine that there is appropriate progress toward the doctoral degree. Permission to continue in the Program is contingent on the recommendation of the Supervising Committee.

# II. Choice of Social Science Department

Within the Doctoral Program in Social Work and Social Science, each student is required to pursue work toward the Ph.D. degree in social work and the social science discipline for which admission has been designated: Social Work and Anthropology, Social Work and Economics, Social Work and Political Science, Social Work and Psychology, or Social Work and Sociology. The student's required work will be taken in courses in the School of Social Work and in the designated social science department. In consultation with the primary adviser, the student may elect courses in other departments appropriate to educational objectives. The student may not change the designated social science discipline in the combined program without reapplying to the program.

# III. Requirements for the Ph.D. Degree in the Doctoral Program

## *A. General Requirements*

In addition to satisfying requirements for admission and continuation as established by the Graduate School, the School of Social Work, and the social science department of concentration, the student must fulfill specific requirements that fall into the following general areas:

### 1. Social Work

a. Students not holding the professional social work degree when they enter the program must earn that degree during the course of their studies. For students in this category, the first four

semesters of study are primarily spent completing requirements for the M.S.W. degree and enrollment is jointly in the School of Social Work and in the Rackham Graduate School.

b. Doctoral study in social work includes advanced courses in designated social work areas; a supervised research internship (which may be completed in social work or the student's social science discipline); satisfactory performance on a preliminary examination; and demonstration of knowledge and skills in an individually defined area of specialization in social work.

### 2. Social Science

In the chosen specialization in a social science, the student must complete selected courses, fulfill requirements in research methods, and satisfy preliminary examination requirements in a specialized field of the social science discipline. Each department has available a statement of doctoral requirements, many of which must be followed along with those included in this statement. Students in the Joint Program have slightly modified requirements, so care should be taken to consult this document where there are differences.

### 3. Graduate School

Among requirements of the Graduate School are the doctoral dissertation, and the oral examination upon the dissertation.

Each doctoral student enrolled in the Rackham Graduate School must accumulate a minimum number of fee credits in order to be recommended for Candidacy or to receive the doctoral degree. The Rackham Fee Total (RFT) measures the student's progress toward this minimum. The RFT is determined by the total number of hours that the student has elected in Rackham and for which tuition was assessed. Since tuition is assessed for no more than nine credit hours in a full term (five in a half term), no more than nine fee credits may be accumulated in a full term (five in a half term), regardless of the number of academic credits elected. Undergraduate and visited courses taken as a Rackham student generate RFT, but transferred credits and the free course elected with the Candidacy enrollment do not.

Because all doctoral students in this Doctoral Program have or obtain an M.S.W. degree, they must accumulate at least 50 fee credit hours overall, consisting of course and dissertation work. At least 18 of these fee credit hours must be accumulated prior to admission to doctoral Candidacy.

Enrollment for a full term (8 hours) of Candidacy credits must occur when the dissertation is defended. Thus as many as 32 or as few as 8 fee credits may be earned as a Candidate. (For more details see **Rackham Graduate Student Handbook, Rackham School of Graduate Studies**).

### 4. Time in the Program

The timing of courses and examinations, as well as the course requirements and amount of time required for completion of the program, will vary according to the previous preparation of the student, and their progress in the program. Important factors in the time required for the degree are the amount and recentness of the student's study in the social science in which advanced work is planned and the clarity of the student's objectives in entering and while completing doctoral studies. Students entering the program directly from an undergraduate program should plan to spend **three to four years in residence prior to dissertation work. Two to three years of pre-dissertation work in residence** are normally required for students entering with a Master's degree in social work. Students are expected to devote full time to their studies in the early part of the program. Under Graduate School rules, a student must complete doctoral work within seven consecutive years after the first enrollment in the Graduate School.

## *B. Master's in Social Work (M.S.W.) Requirements*

Students entering the Doctoral Program without the M.S.W. (professional degree) enroll simultaneously in the School of Social Work and the Graduate School and spend the first four semesters of study primarily

completing requirements for that degree. They must complete work in or relevant to each of the areas specified in the social work curriculum, as well as satisfy requirements for fieldwork instruction (see School of Social Work Bulletin).

During the first two terms, these students will normally follow the same program of study as other Master's students, with two exceptions. First, social science research courses offered in the social science discipline are often substituted for research courses offered in the School of Social Work at the Master's level. Second, when appropriate, one or more substantive courses in the social science discipline pertaining directly to the student's main interests in the social science discipline are substituted for selected courses in the M.S.W. curriculum; these usually fall within the Human Behavior in the Social Environment (H.B.S.E.) area of the M.S.W. curriculum. Doctoral social work seminars can also be substituted for M.S.W. course requirements upon recommendation of the primary faculty adviser.

During the second two terms, the student's work in the School will be planned in conjunction with the studies in the discipline. The student's work will increasingly focus in the discipline and in the seminars offered for the social work doctoral curriculum. In consultation with the primary adviser, the student may elect to substitute the research internship (or departmental equivalent) for up to eight credits of the professional practicum. (See Appendix 3).

Courses taken in the social science department while the student is enrolled in the School serve, when appropriate, to fulfill departmental requirements for the Ph.D. as well as to meet requirements for the M.S.W. The M.S.W. degree is normally received at the end of the fourth full term of study, after 60 hours of course work meeting the distribution requirements are successfully completed. Each student must have registered for a minimum of 30 of these hours in the School of Social Work (rather than Rackham).

Master of Social Work degree requirement exemptions are recommended by the student's primary adviser in accordance with procedures in the School of Social Work. The student's primary adviser and the Doctoral Program Director prepare a statement recommending the student for the M.S.W. degree after the required work has been completed.

## *C. Doctoral Social Work Program[1]*

### 1. Basic Assumptions and Principles

Knowledge generation and knowledge transmission is a central focus for the Program and the major basis upon which the Doctoral Program Curriculum is organized. Related to this is a commitment to retain and enhance the unique character of the Doctoral Program, namely, its emphasis on the articulation of social work and social science. While the modes of articulation have changed over the years and will continue to change, this program remains the only social work program that is fully linked with the social science departments, and the implications of this arrangement are retained.

Within these general Program goals, the features of the social work component, which the curriculum addresses, include the following principles and assumptions.

a. Articulation of social work and social science.

The Primary emphasis here is on the application of disciplinary methodology, theory, and evidence to analyze and understand social work and social welfare problems and issues, and the use of social science methodology to develop and test new modes of social work intervention and social welfare policies and services. Attention should also be given to fostering topics relevant to social work and social welfare within the disciplinary communities so that the topics are seen as relevant and worthy of study.

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1 This curriculum went into effect with the Fall 1987 term. The requirements described here apply to students entering Fall 1987 and subsequently.

b. Emphasis on knowledge development.

This includes a focus on training students in the conceptual and methodological skills necessary for the generation of knowledge. The emphasis is on knowledge that can enhance the development and evaluation of theories, intervention methods, social service systems, and policies relevant to social work and social welfare.

c. The central role of knowledge development and research related to intervention methods and social service systems.

The intervention methods and social service systems are critical components of social work and social welfare. They most distinctively differentiate social work and social welfare from the social science disciplines and other professions. In keeping with principle b. (above), all students should be exposed to and develop expertise in relation to the advancement of knowledge and research relating to social service systems and/or intervention methods.

d. Recognition of ethical and value issues and commitments relevant to social work and social welfare.

This involves careful consideration of ethics and values relevant to social work research, interventions, and policies. It also involves a commitment to enhancing the well being of underprivileged, under-served, and/or minority populations. It includes the identification of groups "at risk," the specification of issues that are unique to specific subgroups, such as minorities, and concern for the adequacy of intervention methods and social service systems to meet the needs of these special groups.

e. Flexibility in the curriculum to adapt to new developments.

This is intended to provide opportunities to develop new content, knowledge, and practical applications, and to examine and evaluate social changes that have implications for social work and social welfare. To some extent all of the doctoral seminars serve this purpose, since these seminars are intended to serve as vehicles for knowledge generation as well as knowledge transmission. In addition, such opportunities are increased through special seminars which reflect changing research priorities and faculty research interests.

f. Opportunity for original, specialized study.

Such study would reflect the diverse interests and disciplinary orientations of students and faculty, while also providing means for organizing various program components into a cohesive whole. Specialized study is realized through formal courses, the research internship, work experience, special seminars, practicums, prelims, and the dissertation.

These principles and assumptions have important implications for the social work component of the Doctoral Program that need to be highlighted. First, it is not a practice program. The teaching of conventional practice skills at the doctoral level would be inconsistent with the primary emphasis of the Program on knowledge generation and enhancement. In addition, the Program aims to provide in-depth, specialized content rather than comprehensive coverage at a more general level. Accordingly, it is not an "advanced" program to extend the M.S.W. curriculum. It does not endeavor to mimic the coverage provided by a master's program (e.g., coverage of fields of service) or to provide coverage of basic content. Finally, the articulation of social work and social science within the social work component of the Program does not involve duplication of offerings in the associated departments. Rather, the social work components of the Doctoral Program curriculum supplements those offerings, drawing from them and expanding upon them to meet the specific objectives of social work and social welfare.

## 2. Curriculum Structure and Course Requirements

(See Appendix 1 for course list and descriptions)

a. Curriculum Structure

The four curriculum areas are intended to make it possible to cover the content distinctive to the social work component of the joint doctoral program and to serve as a viable means to achieve the principles and assumptions outlined above. Two of the areas relate directly to the principal means by which social work and social welfare attain their objectives: 1) Practice, Intervention, and Policy and 2) Social Service Systems. The Research Methods for Practice and Policy area addresses the principles and methods by which knowledge of social work and social welfare is enhanced and the methods used to analyze, design, develop, and evaluate social work practice, social service systems, and social welfare policies. The Social Context for Practice and Policy area embraces the social context and conditions which affect the welfare and well being of individuals and social groups and which help shape the intervention methods, policies and social service systems evolved to meet human needs.

(1) Practice, Intervention, and Policy (PIP)

Courses in this area critically analyze the conceptual bases and empirical evidence relating to the practice methods, interventions, and policies by which social work and social welfare achieve their objectives. Major focus is on careful review and appraisals of the theories, practice procedures and principles, assessment methods, relevant behavioral and social science foundation knowledge, and research relating to practice and intervention at the micro, mezzo, and macro levels of intervention. The objective is to prepare students to contribute to empirical research and theoretical developments on intervention methods and/or policies. This is accomplished by emphasis on contemporary and newly developed approaches, the adequacy of the intervention methods and policies, the relevant foundation knowledge from behavioral and social science, research on outcomes including their effectiveness and efficiency, and the critical issues needing further research and practice development. Thus, course work involves critical analysis, careful appraisal, and review of research rather than either practice skill training or the presentation of content for purposes of enhancing practice skills.

Most courses are organized around the individual, family, group, organizational, community, or societal levels of intervention. Although major emphasis in each course will be on a given level of intervention, some attention will also be paid to theoretical and empirical issues related to intervention methodologies of adjacent levels. In addition, two courses cross intervention levels: one on racial, ethnic, and gender factors and one on prevention. All courses cover: (a) research and theoretical issues related to remediation, as well as prevention and competence enhancement; (b) issues of ethics and values relating to interventions with people in distress, including those who are poor or otherwise disadvantaged; and (c) ethnic, gender, minority, and social class factors and responsiveness to the needs of vulnerable populations.

(2) Social Service Systems (SSS)

The curriculum on social service systems is concerned with the study and analysis of the structures and processes for the provision of social services to meet human and social needs of members of society. Structure refers to the organizational arrangements involving various social units, both formal and informal, designed to deliver services. These include interest groups, associations, families, formal public and private bureaucratic organizations, communities and governmental units at the local, state, national, and international levels. Processes refer to the actual behavior of these social units in the design, development, and implementation of various delivery systems (e.g., policies, intervention strategies, division of responsibilities) to achieve explicit or implicit goals, including mandated objectives. Emphasis throughout is on the theoretical, analytic, and empirical bases for studying and understanding social service systems.

Courses focus on the historical, contemporary, and future aspects of the social service systems in the United States and comparative cross-national analyses of social service systems. In addition to codified social welfare knowledge, the curriculum in this area includes contributions from various social science disciplines as well as knowledge from philosophy, history, law, public health, and public policy. The content in this area is inevitably time and

culture-bound and the course structure is intended to facilitate on-going innovation and change of course content. Courses also are intended to provide instructors and students the opportunity to focus on a specific sector in the social service system that pertains to their area of research and knowledge development. All courses are expected to include content on relevant value and ethical issues in social welfare and social work and to give special emphasis to ethnic, gender, race, and social class differentiation, and the needs of special minorities or handicapped groups, as they arise.

(3) Research Methods for Practice and Policy

This area focuses on the particular research strategies, designs, techniques, and skills needed to develop knowledge of human services. These include research methods relevant to: the advancement of knowledge about practice interventions, the organization of service delivery, and social welfare policies; evaluation of practice, programs, and policies; the formulation and development of innovative practice interventions, service delivery systems, and social welfare policies (e.g., social research and development, developmental research methods).

The assumption underlying this curricular area is that the research methods needed to achieve the goals of social work and social welfare are not necessarily identical to those needed to achieve the goals of social science research. The goals of social work and social welfare research involve advancing our understanding of the social contexts, practice, programs, and policies and their consequences for human well being. They also involve the design, development, and evaluation of improved interventions. Research methods from social science and other fields often need to be modified, adapted, and supplemented in order to achieve these goals. For example, in evaluating the treatment of a single family, the use of a single-case experimental design may be particularly useful. In addition, special criteria for evaluating the importance of variables may be appropriate. For example, our interest in intervention may lead us to focus on those variables with greatest malleability and those with the greatest likelihood of utilization. The research methods covered in this curricular area are viewed as extensions of the knowledge of research methods and statistics gained by students in their social science disciplines. This curricular area is designed to provide students with knowledge of these specialized research methods, and to provide a context within which faculty and students can develop research methods appropriate to our field's goals.

Several courses deal with research methods relevant to particular loci for social work and social welfare instructions, including clinical settings, social programs and human service organizations, and social policy. One course focuses on methods of research aimed at the development and testing of human service innovations at micro and macro levels of intervention. All courses will address questions of ethics and values and methods to evaluate the impact of various practices and policies on particular subgroups.

(4) The Social Context for Practice and Policy

This curriculum area addresses the social context for social work practice and social welfare. This context consists of the various human and social factors that affect the critical human conditions which social work and social welfare seek to enhance. These human conditions include the well being, social participation, equality and social justice of individuals and social groups, as well as the capability to respond to changing societal and environmental conditions as reflected, for example, in social trends. The social context is a critical element in shaping of the intervention methods, social service systems, and social policies designed to meet human needs.

Courses in this area embrace the influences on and consequences of variations in individual and family well being, social participation, and equality and social justice in social systems, and societal responses to social trends. For each of these subject areas, attention is given to the consequences of diverse values, perspectives, and ideologies for conceptualizing and operating within the conditions in question, operational definitions of these conceptualizations, the

relevant theoretical and empirical research relating to the antecedents and consequences of the conditions, and the implications for social work and social welfare.

The requirements that follow outline general principles. Each part should be considered in relation to the entire structure. In certain instances (the social work specialization, the social work preliminary examination, and the research internship) guidelines that describe policies and procedures are included in the Appendixes which are located at the end of the Guidelines.

b. Course Requirements

(1) Each student will take the pro-seminar (SW 800) plus at least five doctoral courses in social work.

(2) The five courses should include at least one course in three of the four curriculum areas.

## 3. The Social Work Specialization

(See Appendix 2 for guidelines that further describe policies and procedures regarding specialization)

a. Goals

A specialization in social work is desirable to provide students with a distinctive area of expertise in social work. Such specialized expertise is necessary to complete effective research and knowledge development. Further, the social work area of specialization is viewed as an organizing principle that should help the student, with the adviser's assistance, to develop a coherent educational experience in social work.

The intervention methods and the social service systems are critical components of social work and social welfare. They most distinctively differentiate social work and social welfare from the social science disciplines and from other professions. Thus, all students should have expertise in one or the other. The specialization of each student should bear a significant and substantial relationship to the curricular areas of either PIP or SSS. This would not prevent the definition of a specialization that includes attention both to PIP and SSS, or to the relationship of PIP or SSS to the curricular areas of the social context for policy and practice and/or of research methods for practice and policy.

Knowledge and skills related to race and gender issues are critical to the Doctoral Program's curriculum goals. These skills include: recognition of ethical and value issues and commitments as they relate to social work and social welfare research, interventions, and policies; a commitment to enhance the well being of underprivileged, under-served and/or minority populations; and concern for the adequacy of intervention methods and social service systems to meet the needs of special groups. Such knowledge and skills are also essential for students whose career goals include teaching in social work programs, as the Council on Social Work Education's curriculum policy for Master's degree and Baccalaureate degree programs states that "The curriculum must provide content on ethnic minorities of color and women." For these reasons, it is appropriate that the identification of the knowledge and skills essential to providing expertise in each student's specialization include explicit attention to issues of race and gender in relation to the content of the specialization. It is expected that the knowledge and skills related to issues of race would typically focus on ethnic minorities of color. Although it is recognized that there will be variations in the degree to which knowledge and skills related to race and gender issues are needed for expertise in different specialization topics, it is expected that typically such knowledge and skills would be a significant component.[2]

To acquire sufficient expertise in the area of specialization, it is typically expected that both course work and the preliminary examination in social work would include substantial content relating to

[2] This component of the Specialization requirement went into effect for students entering Fall 1988 and subsequently.

the student's area of specialization. Because one of the purposes of the specialization is to help students organize their course of study, there should be early discussions on specialization between the student and adviser. It is recognized, however, that there will be considerable variability among students in the time at which they are ready to formulate an area of specialization. Furthermore, it is recognized that experiences in the doctoral program can modify initial student interests.

b. Requirements

(1) Each student will have a specialization in social work that bears a significant and substantial relationship to the curriculum areas of either: Practice, Intervention and Policy (PIP) or Social Service Systems (SSS). Although specialization exclusively in the curriculum areas of Social Context and Conditions or Research Methods for Practice and Policy would not be possible, specialization involving some content from these areas would be appropriate if a substantial portion of the content also related to PIP and/or SSS.

(2) Explicit attention will be given to issues of race and gender, in relation to the area of the specialization, in identifying the knowledge and skills needed to develop expertise in the specialization. Knowledge and skills related to issues of race would typically focus on ethnic minorities of color.[3]

(3) At least two of the social work doctoral courses would typically bear a significant relationship to the area of specialization.

(4) The social work preliminary examination will cover an individualized area of content, a substantial portion of which would typically consist of content relating to the student's area of specialization. There are at least two ways in which the preliminary exam may be related to the specialization: (1) the subject matter of the preliminary exam is essentially the same as the area of the specialization or overlaps substantially with the area of specialization; (2) the area of the preliminary exam is a specialized topic falling within the area of specialization that is substantial, self-contained, and independently justifiable.

## 4. The Research Internship

(See Appendix 3 for further specifications of policies and procedures and for the approval form for the Internship proposal)

a. Goals

A unique feature of the doctoral program has been to provide a knowledge development orientation to students early in their careers. This is enhanced by the research internship, which has these specific goals: (1) to provide a complete research experience through participation in a 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.

The principles and guidelines for the research internship are designed: (a) to ensure that all students have sufficient amounts of research experience in their internships; (b) to enhance the quality of all student research experiences; and (c) to reflect the doctoral program's commitment to prepare students for scholarly writing.

b. Requirements

(1) Each student should complete a research internship, either in social work or one of the social science disciplines.

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[3] This component of the Specialization requirement went into effect for students entering Fall 1988 and subsequently.

(2) It is expected that each student will engage in some or all of the interrelated research activities listed below and that every student must be involved in a sustained way in activities (a), (b), (e), and (f):
(a) Formulation of a research problem;
(b) Formulation of the research design and methods;
(c) Development of research instruments;
(d) Data collection;
(e) Data analysis and interpretation of findings;
(f) Preparation of a research report.

(3) A final report on the research internship is required. The faculty instructor and a second reader will evaluate this report when the internship is completed in social work.

## 5. The Social Work Preliminary Examination

(See Appendix 4 for further specifications of the policies and procedures for the preliminary examination and for the approval form for the preliminary examination proposal.)

a. Goals

The purpose of the preliminary examination is to enable the student to demonstrate, to a faculty committee, mastery of knowledge in an individualized area of subject matter. Substantial portions of the exam covers content relating to PIP and/or SSS and is typically related to the student's area of specialization in social work.

b. Requirements

(1) Each student will complete a preliminary examination in an individualized area of subject matter in social work.
(2) A substantial portion of the preliminary examination should include content PIP and/or SSS.
(3) The preliminary examination would typically be related to the student's area of specialization in social work.
(4) The preliminary examination is expected to cover certain areas of content that are defined in the Guidelines.
(5) The preliminary examination committee must approve a preliminary examination proposal, in advance of the examination. The proposal should define the subject matter to be covered, including the relationship of the subject matter to the student's area of specialization in social work and to PIP and/or SSS, the literature to be reviewed, and the format of the examination.
(6) The proposal and examination will be evaluated by a preliminary examination faculty committee that shall consist of at least three faculty persons holding regular (i.e., unmodified) appointments as Assistant, Associate, or Full Professors in the School of Social Work. The Chairperson of the Committee must have taught in the Doctoral Program. Members should be chosen for their substantive knowledge, research, and scholarly work in the content area(s) of the preliminary examination. The student recommends the members to the Doctoral Program Director for approval.

A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted. Registration may be under the SW 900, Candidacy Evaluation, course number or another social work or social science course number.

(Adopted July 1997)
For a social work preliminary exam for which a student receives a grade of "conditional pass", once the condition has been met, the existing range of grading should be used by the committee in order to assign a final grade.

## 6. Practicum on Teaching Social Work Methods

(See Appendix 6 for details)

To facilitate students' preparation for careers involving the teaching of social work methods, procedures have been established whereby students can gain experience and improve their skills in teaching under the supervision of a social work faculty member.

Teaching Assistantships, paid employment involving varying degrees of direct responsibility for student classroom instruction, are also available. Such assistantships occur in all areas of the Master's social work curriculum and in the student's social science department as well.

## 7. Doctoral Social Work Practice Internship

(See Appendix 9 for details)

Experience in the practice of social work, at the micro and macro levels, is recognized as an important attribute for those seeking a career as a social work educator or researcher. Such experience can be gained in several ways during, preceding, and following doctoral studies. For those students interested in gaining experience and improving their skills in the practice of social work during their doctoral studies, procedures have been established for facilitating such experience at a high level of quality and under circumstances that relate the experience to the goal of the Doctoral Program to advance knowledge about social work practice and social welfare.

# *D. Social Science Requirements—Anthropology*

(Revised July 1999)

## 1. Anthropology Course Requirements

The student may obtain the Master of Arts degree in anthropology prior to being admitted to Candidacy for the Ph.D., but this is not a requirement.

In order to be admitted to Candidacy, a student must have completed a minimum of 36 hours or a minimum of 12 courses in anthropology. Of these 36 hours, credit for a maximum of 18 hours is given for anthropology work taken elsewhere as an undergraduate or on the graduate level. (The Rackham Graduate School minimum requirement of 24 hours of graduate level study for a Master's degree must also be fulfilled.) The 36 hours must include courses from the following list, with at least one course in three of the four sub-fields of anthropology: ethnology, biological anthropology, archaeology, and linguistics. These "core" courses are to be chosen from the list below:

a. <u>Ethnology</u>:
   Anthropology 526 Traditions in Ethnology I
   Anthropology 527 Traditions in Ethnology II

Students specializing in ethnology must take both 526 and 527. Students in other sub-disciplines must take at least one of the courses. Students with extensive backgrounds in the traditional theoretical approaches to ethnology may be exempt from one or both of these courses by satisfactorily passing the final exam.

b. <u>Biological Anthropology</u>:
   Anthropology 570 Biological Anthropology: An Overview
   Anthropology 462 Ecological and Genetic Variations in Human Populations

or any 500-level (or higher) course taught by an instructor whose primary appointment is in the Department of Anthropology. Exemption by examination only.

c. Archaeology:
Anthropology 581 Archaeology I
Anthropology 582 Archaeology II

Students specializing in archaeology must take both 581 and 582. Students in other sub-fields must take either 581 or 582. This requirement can be waived only by satisfactorily passing the final examination.

d. Linguistics:
Anthropology 576 Introduction to Anthropological Linguistics

Students wishing to waive or substitute a required course must obtain the appropriate Anthropology department petition form and receive the approval of the petition by the student's adviser in anthropology and the instructor of the core course, and then the departmental executive committee will rule on the petition.

With the approval of the student's adviser in Anthropology students may substitute other course work for one of the four required sub-fields. Such substitutions would not reduce the requirement of 36 hours or a minimum of 12 courses for the Master's degree in Anthropology.

## 2. Methods Courses

A one-semester statistics course (Statistics 402 or an equivalent course taught in one of the social science departments) is required. In addition, the School of Social Work strongly encourages students to take an advanced statistics course.

## 3. Area of Specialization

Students are required to declare a sub-field of anthropology and either a topical specialty or a geographic area in which to specialize. Normally, this declaration follows the first year of graduate study. Topical specialties within a sub-field are flexible and are made in consultation with the student's anthropology adviser. Doctoral students in Social Work and Anthropology are not required to submit the Statement of Research Plans required of anthropology students as part of their admission into the Anthropology Ph.D. program.

## 4. Work Experience Requirements

A requirement for admission to Candidacy is the completion of 1.6 credits of Work Experience. This requirement could be satisfied, in part, through the Professional Practicum (PP) required as part of the MSW program. The Doctoral Director should be consulted about credit equivalents.

## 5. Preliminary Examination in Anthropology

Before qualifying for admission to candidacy for the Ph.D., the student must pass a written qualifying examination. The student prepares for the exam through a program of study that is tailored to the student's individual needs by his/her committee. The committee, which is chosen by the student and approved by the Graduate Chairperson, administers and evaluates the preliminary examination. The student is tested in two parts: first on knowledge of the declared sub-field (e.g., ethnology) and second, in either the topical or the geographic area of specialization.

Once the preliminary committee is set up, the student begins developing the reading lists upon which the preliminary exams will be based. Lists are developed in consultation with all members of the committee.

It is expected that preliminary exams be taken by the end of the third year, and no later than the beginning of the fourth. Completing the preliminary exams within this timetable is considered part of

"satisfactory progress" and enters into Fellowship Committee considerations for allocation of financial aid. Students who have not finished their exams by the middle of the fourth year will be disadvantaged in Fellowship Committee considerations. It is recognized that there are always exceptional cases. Explanations for delay of preliminary exams will be entertained when necessary.

The student's wishes on whether the exams will be sit-downs or take-homes will be taken into account, with the final decision on this question largely up to the adviser and the committee. If the student chooses take-home exams, the normal procedure is that each exam is given for 24 hours, with a 24-hour break in between. Sit-downs are normally given as follows: four hours for general ethnology, and three hours for the topic or geographical area exam, with 24 hours between each exam. Access to books, notes, etc., is obviously possible with take-homes, but not with sit-downs. Each part of the prelim exam usually includes six to seven questions, and the student is usually required to answer three of these, with a page limit of 10 pages per answer (typed double-spaced with a normal font and margins).

After some discussion the ethnology faculty has decided to eliminate the option of a research paper in lieu of a preliminary exam.

The possible grades are as follows: High Pass, Pass, Low Pass and Fail. If the student does exceptionally well, the committee may vote to award an overall grade of High Pass with Distinction, and a letter to this effect will be put in the student's file. The student may also list this distinction on his or her vita.

If the student does not receive a passing grade on part of or on the entire exam, the student should discuss the reasons for this with members of the committee. The student may take the part or whole exam one additional time. If the student fails a second time, then they are terminated from the degree program. If the student feels there are extenuating circumstances, an appeal to the department Executive Committee may be made.

The Graduate Student Services Associate maintains a file of reading lists and bibliographies. Current students are to file their lists when they are completed. The department also maintains a file of preliminary examination questions. Again it is the students' and the committees' responsibility to see that the questions are filed with the Graduate Student Services Associate.

A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted. Registration may be under the 990 Dissertation/Pre-candidacy course number or another number in Anthropology or Social Work.

### 6. Language

Before candidacy students should be able to read the publications of foreign anthropological scholars in another language. The basic language requirement can be completed through courses, examinations, or evidence of a substantial experience with the language: for example, through four semesters of passing-grade, college-level instruction, through examinations administered by University of Michigan language departments, through completion of a 400-level graduate course in which the language is spoken, or through living in a foreign country for at least one year. Student are urged to complete the certification that they have met this language requirement as early in their graduate careers as possible.

### 7. Dissertation

Most dissertations in Anthropology are based on primary field research. For students in the Social Work/Anthropology Ph.D. program, field work is interpreted broadly as any situation that offered the opportunity to conduct primary research on an approved topic relevant to the student's theoretical interests.

## *E. Social Science Requirements—Economics*

(Revised July 1999)

### 1. Economic Theory

The student is required to take a core sequence of courses in economic theory, consisting of Economics 601, 602, 603, 604, and 605.

Preliminary exams are given in May and September in microeconomics and in January and September in macroeconomics. All students are required to pass each exam within a year of completing the respective course. An additional summer is allowed to pass the second exam. In addition, students who do not place out of the math and statistics courses must receive a least a B- in each of these courses. Satisfactory performance in these examinations is a prerequisite for continuation in the program.

### 2. Economic Mathematics and Statistics

Students must demonstrate competence in mathematics, statistics, and econometrics by successful completion of Economics 653, 673, and 674, or by passing written equivalency examinations.

### 3. Area of Specialization

a. Students must complete two courses in an area of specialization, usually Public Finance, Labor, or Industrial Organization

b. Successful completion of a written preliminary examination in the area of specialization is required.

c. A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted. Registration may be under the 990, Candidacy Preparation, course number or another number in Economics or Social Work.

## *F. Social Science Requirements—Political Science*

(Revised August 1999)

### 1. First Evaluation

The student must complete a first evaluation toward the end of the second term of graduate study. This is not intended as an examination, but rather a comprehensive evaluation of work done up to that point. An evaluation committee consists of the student's current adviser and one other faculty member chosen by the student. The committee considers the student's grade record, proposed future courses, and a seminar paper or other piece of work (even if prepared prior to admission to the graduate program) selected by the student as their best work so far.

### 2. Follow-up Evaluation

A follow-up evaluation will be conducted toward the end of the student's fourth term in residence. The committee for this evaluation consists of the student's adviser and two faculty members chosen by the student (one from the student's major field) and approved by the Director of Graduate Studies. The committee will review course work, a more recent piece of written work, and plans for achieving candidacy.

### 3. Preliminary Exams, Fields, and Cognate Requirements

The student must pass a preliminary major examination in a regular political science field and complete the requirements for a second minor in Political Science. For students in the Doctoral Program in Social Work and Political Science, the Political Science departmental requirement of a preliminary exam in the first minor sub-field is met by course work taken at the doctoral level in the School of Social Work. Similarly, completing doctoral course work in social work satisfies the Political Science requirement for a cognate field.

Preliminary exams are oral examinations conducted by faculty and are normally given only during September, January, and April/May. A student must be enrolled for at least one credit hour the semester during which the final preliminary examination is taken. Registration may be under the 990, Dissertation/Pre-candidate, course number or another number in Political Science or Social Work. Requirements for the second minor field in political science will be satisfied through either a preliminary examination in this field or the completion of three graduate-level courses with grades of B+ or better, except where separate field guidelines specify otherwise.

At Michigan, the Department of Political Science recognizes the following major fields and modular sub-fields. Particular field programs are described in separate sets of guidelines, one for each major field. Each of the sub-fields has its own research methods requirements, and students are expected to meet the requirement of the sub-field in which they are studying.

Major Fields:

- American Government and Politics
- Comparative Government and Politics
- Political Theory
- Public Law
- Public Policy and Administration
- Research Methods
- World Politics

Modular Sub-fields:

- Gender and Politics
- Organization Theory
- Political Development
- Political Economy
- Race, Ethnicity, and Politics
- Urban Politics

## *G. Social Science Requirements—Psychology*

(Revised July 1999)

### 1. Area of Specialization

As part of the admissions process all applicants are asked to indicate their first and second choices for specialization in one of the established areas in the Department of Psychology, i.e., Bio-psychology, Cognition and Perception, Developmental, Organizational, Personality, or Social. The Supervising Committee will have reviewed all accepted applicants for the Doctoral Program in Social Work and Social Science and by one or more areas in Psychology, as chosen by the department's Graduate Chair. Prior to enrollment, the Graduate Chair will assign an adviser to the student and an effort will be made to select this person from one of the areas of student interest.

After the first post-MSW semester in the Social Work and Psychology program, all students either apply for affiliation with one of the established areas or set up a special inter-area program of specialization. In order to facilitate affiliation with an area, all students should attend the area pro-seminars, brown bags, and colloquia. Students' requests for affiliation will be reviewed by that area based on a current statement of career interests, work since enrollment in the interdepartmental program, and pre-admission credentials. Students whose career interests bridge two or more specialized areas or who anticipate a college teaching career in general psychology may request an individualized course of study. The Graduate Chair of the Psychology Department must approve the proposed faculty supervisor and the self-defined area of specialization or the area of general psychology.

A student is required to take at least two core courses in the area of concentration. A grade of less than "B–" is unacceptable in Core Courses. Those pursuing an inter-area course of study will complete at least two relevant core courses.

## 2. Courses Outside the Area (Breadth Requirement)

To ensure a reasonable breadth and integration of knowledge, all students are required to pass the proseminar (Psychology 600) and a core course from an area other than the student's area of specialization.

## 3. Statistics

Each student must complete two courses in statistics chosen from a group of courses recommended by the student's area chair (with the second course taken from a list of approved courses). A grade of B– or better is necessary to fulfill the statistics requirement.

Students are required to complete successfully Psychology 613–614. At least one course in research methodology appropriate to the student's field of interest is also required, e.g., 711, Questionnaire Design, Interviewing, and Coding; 762, Research Methods in Organizational Psychology; 786, Research Design in Social Psychology; 811, Advanced Methods in Clinical Research. (Note: Some areas require specific methodology courses. Students formally affiliated with an area are expected to meet all area requirements.)

## 4. Psychology 619

A research project completed prior to candidacy is required of all students in Psychology; it is recommended that the project begin no later than the second semester of enrollment in the Doctoral Program following the awarding of an MSW. A finished written report on this research project must be read and evaluated by two readers, and a joint evaluation will be submitted to the Psychology Graduate Office. The research supervisor will assign a final grade to this project.

The Social Work Research Internship can replace a Psychology 619 project provided that the Research Internship report is read and approved by two faculty members, at least one of whom has a regular (un-modified) Psychology Department faculty appointment at a Professorial rank (Assistant, Associate, Full). The main supervisor of the research may be a Social Work faculty member. If the Social Work Research Internship is being used to meet the 619 requirement, both faculty members' evaluations should be sent to the Graduate Chair in Psychology and to the Doctoral Office.

## 5. Student Evaluation

Each student's progress is formally evaluated by a representative(s) of the department of their specialization after completion of the breadth requirement, the statistics requirement, the 619 research project, and at least two Core Courses within the student's area. At this time, a student's work may be judged suitable for continuation in the area of first choice or, while one's work is regarded as adequate, changing interests may dictate transfer to another area of specialization. Occasionally, the performance is deemed to be so marginal that either interruption or termination of graduate study is recommended.

## 6. Preliminary Examination

Each area of specialization has its own course work, research, and preliminary examination requirements.

A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted. Registration may be under the 990, Dissertation/Pre-candidate, course number or another number in Psychology or Social Work.

## *H. Social Science Requirements—Sociology*

(Revised July 1999)

### 1. Theories and Practices of Sociology

Students fulfill a general theory requirement by taking a two-semester course in Theories and Practices of Sociology.

### 2. Logic of Sociological Research Inquiry

Sociology 507 introduces students to the philosophy of science, methods of empirical research, and the nature of sociological interpretation.

### 3. Statistics

Sociology 510 and 610 form the core statistics sequence in the Department of Sociology. Sociology 510 covers: a) development of the background for probability distributions, estimators of summary statistics of those distributions, and inferential procedures from sample based estimators; b) introduction of the general linear model, which forms the basis of analysis of variance, and simple and multiple regression; and c) experience in the use of a statistical computing package for the analysis of quantitative data.

### 4. Research Practicum

Students must complete a two-semester research practicum that includes the full range of research experience. The regular offerings include the Detroit Area Studies (Sociology 501, 512, 513), Qualitative Research Methods (Sociology 522–523), and Comparative and Historical Methods (Sociology 532–533).

### 5. Elective Courses

Students must complete at least 5 one-semester courses, at least 3 of which must be core or field courses and at least 1 of which must be a research seminar. The selection of the courses should be made in consultation with the student's Sociology adviser, guided by the objective of designing an intellectually broadening experience. Core courses are regularly offered surveys or overviews of a specific program area and are intended to provide a general introduction to an area and preparation for the preliminary examination. Field courses are more specialized courses that substantively engage one or more program areas. Research seminars are for more advanced students and lead to an original research paper.

### 6. Preliminary Examinations

Students are required to take a written preliminary exam in one of the Sociology department's nine major program areas: Culture and Knowledge, Economic Sociology and Organization, Gender and Sexuality, Health and Aging, Race and Ethnicity, Social Demography, Social Psychology, Sociology of the Life Course, and Power, History, and Social Change. At the request of a prospective examinee, each program area will offer a preliminary exam at the beginning of each semester. The Sociology Graduate office must be notified by March 1 by students who want to take the preliminary exam in the Fall and by October 1 for a Winter exam. The preliminary examination includes a component that is at least six hours long and written without access to any study aids. Beyond this minimum, faculty will design the content and form of the exam to meet other program needs. Examinees must sign an honor code indicating that the test was written without access to any notes, books, or other resources, whether written or electronic. Every effort will be made to conceal the identity of individual examinees from the faculty readers.

Examinees use an assigned identity number on their exam answers to insure anonymity when faculty read the exam. The exam will be graded: Honors, High Pass, Pass, Conditional Pass, and Fail. A Conditional Pass is assigned to an exam that is otherwise satisfactory except for a specific deficiency identified in one answer or one part of the exam. In such cases, the area exam committee will stipulate

the conditions under which a passing grade can be assigned. Failing a preliminary exam for a second time is grounds for dismissal from the doctoral program.

For students in the Doctoral Program in Social Work and Sociology, the Sociology departmental requirement of a second prelim exam is met by passing the Social Work preliminary examination.

A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted. Registration may be under the 990, Dissertation/Pre-candidate, course number or another number in Sociology or Social Work.

## *I. Professional Work Experience*

So that students are able to apply what they learn, it is felt desirable from an educational standpoint for all students in the Doctoral Program to have supervised experience in teaching, research, or social practice. All students are therefore expected to have **one unit** (equivalent to four (4) months full-time work) of work experience. That experience may be in teaching, research, or practice, or any combination thereof. Students are expected to report this work experience activity to the Doctoral Office on a periodic basis. Activities for which a student receives academic credit are not eligible to be counted as work experience. Work-Experience credits may be earned through professionally oriented activities at the University or elsewhere, carried out either during or prior to the student's entry into the Graduate program.

## *J. Candidacy*

### 1. Requirements

A doctoral student may be admitted to Candidacy by the Dean of the Graduate School upon recommendation by the Doctoral Program Director when the student has completed all requirements for the doctorate, except the work experience requirements and the dissertation, has met the minimum Rackham course enrollment requirements, and has been approved for subsequent dissertation study.

Recommendation for admission to Candidacy is made by the Director of the Doctoral Program when the student has completed all course requirements, both in social work and in the social science discipline; finished the research internship or the departmental equivalent and submitted a final report to the Doctoral Office; passed preliminary examinations in social work and the social science discipline with satisfactory grades; and has had a final specialization report approved by the Doctoral Program Director. Upon admission to Candidacy the student is expected to develop a dissertation proposal.

### 2. Deadlines

The Graduate School establishes deadline dates for admission to Candidacy prior to the beginning of each term. Students anticipating meeting the requirements for Candidacy in any given term should check with the Doctoral Office about these dates at least two months before the beginning of the term they anticipate achieving Candidacy so that the Nomination for Candidacy form can be filed with Rackham.

### 3. Registration

When registering, a Candidate enrolls for eight (8) hours in the Fall, Winter or Spring/Summer full-term or four (4) hours in the Spring or Summer half-term. Since Candidacy tuition fees are considerably lower than Pre-Candidacy fees, it is to the student's advantage to attain Candidacy as soon as possible.

Doctoral Candidates may elect one course per full-term without payment of additional fees. This policy is administered as follows: (l) The one additional course must be elected for credit, **not for visit;** (2) This privilege applies to any course regardless of its level or credit hours; (3) A Candidate may elect a free full-term or half-term course concurrent with either a full-term or a half-term Candidacy enrollment. No more than one free course may be taken during a Spring/Summer period.

If a Candidate elects more than one course in addition to enrollment as a Candidate, that student is assessed the appropriate fee per credit hour for the second and any additional courses. Additional courses for which fees are assessed may be elected for either credit or visit.

## *K. Dissertation*

### 1. Goals

The dissertation, required of all students in the Program, is intended to demonstrate the Candidate's ability to investigate a problem relevant to social work or social welfare utilizing, and also, it is hoped, contributing to theory and research methods in the social science in which the student has specialized. Within the general definition and standards for the doctoral dissertation specified by the Graduate School topics shall be recognized as acceptable, subject to the approval of the Dissertation Committee selected by the student. It is customary that the dissertation topic deals with the problems of utilization of social science knowledge as well as topics involving empirical research.

### 2. Committee

The dissertation shall be prepared under a dissertation committee appointed by the Dean of the Graduate School on recommendation of the Director of the Doctoral Program, on behalf of the Supervising Committee for the Doctoral Program.

The dissertation committee shall have at least four regular members (i.e., holding an "unmodified" appointment at the University of Michigan as Professor, Associate Professor, or as Assistant Professor while holding a Ph.D. or comparable degree at the doctoral level from an accredited institution). Two of the members shall be from the social science department in which the student is specializing, and two members shall be from the School of Social Work. The chairperson or co-chairperson shall hold a regular appointment in the social science department in which the student is specializing. Additional members may be selected if their area of expertise is consonant with the dissertation topic. (See the Adviser for eligibility for service on dissertation committees.)

The dissertation committee is usually nominated after a student has attained candidacy. Faculty advisers can provide consultation about interests and availability of faculty to serve on your committee. Nomination, and approval, of the Committee can also occur before the student attains Candidacy; this action does not affect the requirements for attaining Candidacy. The student need not be enrolled at the time the Dissertation Committee Nomination form is submitted.

According to Rackham regulations, no oral examination can take place unless the "Nomination of Dissertation Committee" form has been approved by Rackham one month previously. This form requires the signature of the Doctoral Program Director. It is therefore strongly recommended that as soon as students have selected the members of their dissertation committee and obtained their agreement to serve, they inform the Doctoral Office. The Office will complete the Rackham form and submit it to the proper office in Rackham. At that time, the student must also provide either a tentative title or topic for the dissertation to the Doctoral Office.

As the Adviser indicates, "The Dissertation Committee is a crucial component of your doctoral degree program, for it is this Committee that will supervise your dissertation activities and will serve as a resource on which you may draw throughout the period of research and writing." The Dissertation Committee is responsible for approving the student's dissertation topic, supervising research, conducting

an oral examination on the dissertation, and recommending the student to the Graduate School for the Ph.D. degree.

Practice varies as to the specific roles of members and chairperson(s). Be sure to clarify early in the process how your committee wishes to function. Clarify with the committee the ways they expect the chair(s) and members to be involved in your dissertation (e.g., who is to see drafts of any data collection instruments before the data collection begins; who is to be consulted on data analysis strategies, on the organization of the written dissertation, etc.; who wants to see drafts of the individual chapters of your dissertation as they are produced; who wants to see a draft only when there is one for the entire dissertation; who wants to see a draft of your entire dissertation before you schedule your orals; how much time they typically need between receipt of your entire dissertation and scheduling of orals; are they expecting to be on leave or out-of-town for any extended period within your time frame for dissertation completion?).

Formulation of a dissertation proposal for submission to a dissertation committee should begin as early as feasible in the student's study in consultation with faculty members. Students are requested to submit a copy of their approved dissertation proposal to the Doctoral Office. The student must be a Candidate at the time of the oral defense.

### 3. Registration for Oral Defense

The defense of the dissertation must be held under a **full-term eight- (8) hour Candidacy** enrollment. No part of the fee for that enrollment is refundable. This regulation applies whether or not the student has already reached the required fee total minimum.

If a Candidate enrolls for a term in which the oral defense is scheduled and does not meet the dissertation deadlines established for that particular term, the student must then register under a full-term Candidacy enrollment for the term in which all final degree requirements are met.

### *4. Preparation and Distribution of Copies*

The **Dissertation Handbook** and a schedule of deadline dates for format checks are available to Candidates in the Dissertation Office, 110 Rackham.

The student should submit the required number of copies of the dissertation to the Graduate School **and** one copy each to the Doctoral Program Office and the Dissertation Committee members. The student should consult the special statements with respect to the doctoral dissertation for the social science department as well as the **Dissertation Handbook**.

## IV. Guidelines for Normal Progress through the Doctoral Program in Social Work and Social Science

The purpose of these guidelines is to inform students and advisers about the expectations of the Doctoral Program regarding a timetable for completion of the various components of doctoral study.

These guidelines are stated in terms of expected time (in calendar years) for completion of the various program requirements from the student's first date of entry into the Program.

The Doctoral Program strongly encourages the student to meet these requirements as expeditiously as possible, and experience has shown that many students are indeed able to complete their requirements well within the expected time of completion; some students proceed even more quickly than these guidelines suggest. Yet, the Program recognizes that these guidelines may need to be adapted to the student's academic background, particular circumstances, and special interests. It should be further noted that the required program components overlap and are not intended to necessarily satisfy the stated sequence. Although

courses are offered to meet most of the requirements, evaluation of successful completion is based on demonstrated **competence**.

These guidelines are used by the Supervising Committee to aid in assessing each student's progress, and in determining whether the student is in good standing. In any such assessment, the report and evaluation of the student's adviser and other faculty members who know the student's work and situation are considered along with the student's normal progress. The Supervising Committee reviews each entering cohort of students annually and provides feedback to students on these reviews.

The student and the adviser should develop plans for the completion of the program requirements within the framework of these guidelines. Therefore, it is highly advisable that at the beginning of every academic year the student and the faculty adviser review the student's progress and define an academic plan for the coming year.

EXPECTED TIME OF COMPLETION OF DOCTORAL PROGRAM REQUIREMENTS
(in calendar years)

| | Post-MSW | Pre-MSW |
|---|---|---|
| MSW | - | 2 |
| Statistics | 1 | 2 |
| Research Methods | 2 | 3 |
| Specialization Decision | 1 | 2 |
| Research Internship | 2 | 2-2 1/2 |
| Doctoral Social Work Courses | 2 | 3 |
| Social Science Courses | 2 | 3 |
| Post MSW Work Experience | 3 | 4 |
| Social Work Preliminary Examination | 3 | 4 |
| Social Science Preliminary Examination | 3 | 4 |
| Candidacy | 3 | 4 |
| Dissertation | 4 | 5 |

## V. Academic Good Standing

(Revised July 1997)

Both the School of Social Work and the Graduate School require that students have a cumulative grade point average of a least a B (5.000) for good standing. This is also the minimal performance level required of students. A student who fails to maintain this grade point average will have their record reviewed and action may be taken concerning the student's future enrollment. (See the **Rackham Graduate Student Handbook** for further details on academic standing and academic discipline.)

## VI. Good Standing (for financial aid through the School of Social Work)

(Adopted July 1997)

Students must be in good standing in the program in order to receive financial aid from the Doctoral Program. Good standing is compromised by not progressing in the program in a timely fashion, accruing more than two incomplete grades at any one time, or having a GPA below 5.0. Students who do not qualify for financial aid according to this policy should consult with the Director of the Doctoral Program if they wish to appeal it.

## VII. General Enrollment Policies and Procedures

### *A. Academic Advising*

(Revised July 1997)
The Doctoral Program Director designates a faculty member in the School of Social Work to serve as the student's primary adviser for the first term the student enters the Program. Whenever possible, that person will be trained in the student's field of specialization. Students are expected to consult with their primary adviser about course selections **each term**. After the first term in the program, all students are free to select their own adviser in Social Work. To do so, please fill out the **Change of Adviser** form in the Doctoral office.

Each student should also become acquainted with the Graduate Chair in the social science department. Each student will also be assigned an adviser in the appropriate social science department. That adviser's role is to help facilitate the integration of the student into the formal and informal aspects of being a student in that social science department. The adviser can assist the student to explore research possibilities within the department and become informed about courses and faculty interests.

### *B. Course Options and Alternatives*

Primary advisers approve the students' course elections and advise them about alternative ways of fulfilling doctoral requirements. A request for waiver of a requirement must be initiated by the primary adviser and will be subject to final approval by the Director of the Doctoral Program, on behalf of the Supervising Committee.

At the discretion of the Doctoral Program Director and/or the Graduate Chair of the Social Science Department, course requirements may be considered as having been met by graduate courses taken at another university. A written petition must be submitted to the appropriate person and a copy of the decision will be kept in the student's academic records.

### *C. Registration and Enrollment*

All students who are receiving University services are expected to be enrolled. For students registered in the School of Social Work, the usual course load is 11–14 credit hours. For Rackham students, 8–12 credit hours are the usual load for students who have not completed all course work. Students wishing to register for an excess of credit hours in one term must have permission from the Doctoral Program Director and their primary adviser.

Registration is administered through Computerized Registration Involving Student Participation (CRISP). Early registration occurs during the last month of each term and students are strongly encouraged to register at this time. New post-MSW students may register during the preceding summer of their first enrollment if availability of advisers permits.

A list of courses offered through the Doctoral Social Work Curriculum is included in Appendix l, along with a list of faculty section numbers for individualized courses or special studies in Appendix 5.

### *D. Grades*

Letter grades A through E are used for course enrollment, special studies, etc. Grades of + or - may be given when such discrimination is appropriate. In enrollment for individualized courses, special studies, prelim study, internship or dissertation, a grade of Satisfactory (S) or Unsatisfactory (U) may be substituted when other letter grades would be inappropriate. An Incomplete is used in limited circumstances when the unfinished part of the work is small, the student's standing in the course is "B" grade or higher, compelling reasons prevent course completion, and a plan for completion of outstanding work exists and is acceptable to the course instructor. Grades of Incomplete can be changed to letter grades only if the incomplete work is made up by the end of the second full term beyond the term for which the grade of "I" was given, regardless of enrollment status in subsequent terms and including the Spring/Summer term. The Graduate School

establishes dates each semester by which a student must submit the missing work to the instructor and the instructor must submit the grade to the Registrar's Office for a make-up grade to be posted automatically to the student's record. (For further details, see the School of Social Work document "Definition of Grades Used in the School of Social Work", and the **Rackham Graduate Student Handbook**.)

### *E. Residence*

Residence requirements in the School of Social Work are a minimum of three terms of full-term enrollment, except that a student who transfers one year of credit from an accredited school of social work shall be required to spend two terms in full-time enrollment.

The student must be registered in the Graduate School to be awarded the Ph.D. degree. Students must fulfill the residence requirement by satisfactorily completing a minimum of 18 graduate credit hours registered on the campus at Ann Arbor. (For more specific information on Rackham Fee Requirements, see the **Rackham Graduate Student Handbook, Rackham School of Graduate Studies**.)

## VIII. Leaves of Absence/Re-Admission

The Supervising Committee may grant leave of absence for one year at a time. Any student requesting a leave must do so in writing prior to the time period in which the student plans to be absent from the program. Such a request must outline the reason(s) for the leave and the time period involved. Students must be in good standing at the time of the request. Requests for extension of a leave of absence must also be submitted to the Supervising Committee, in writing. Students returning from leaves of absence should check with the Doctoral Office prior to enrollment to be placed on active status with the University. (See **Rackham Graduate Student Handbook**, for Re-Admission procedures.)

A pre-candidate must apply for re-admission if the student has not been enrolled for more than 12 consecutive months, and did not request a leave of absence for that time period. An application for re-admission requires completion of the Rackham re-admission application, transcripts of any graduate work taken subsequent to enrollment in this university, and submission of new letters of reference. Applications for re-admission must be submitted during the regular admission period and will be considered in conjunction with new applicants for that academic year.

Students may apply for Detached Study status if they are pursuing studies away from Ann Arbor. Students who have been on Detached Study do not have to seek re-admission when they return, providing they have been away no longer than 12 months. Requests to lenders for deferment of educational loan payments while a student is on Detached Study are normally approved providing they are submitted prior to the beginning of the Detached Study period. (See the **Rackham Graduate Student Handbook**, for further information.)

## IX. Research with Human Subjects

The University of Michigan participates fully in a program designed to prevent unlawful or unethical research on human subjects. Each major unit of the University has an active Human Subjects Review Committee whose responsibility is to review and endorse all research proposals by staff members or students involving human subjects.

Students proposing to do research with human subjects are required to submit a proposal to the Human Subjects Review Committee before any data collection is undertaken. Students may not collect data nor may they recruit subjects until their applications are reviewed and approved. Research internship and dissertation research involving human subjects are subject to these procedures. For additional information, see the Institutional Review Board's **web site** at: **http://www.irb.research.umich.edu.**

## X. Ethical Standards and Grievances

Students and faculty are expected to maintain high ethical standards in their relationships with one another. The University has established policies and procedures to deal with those instances where either students or faculty believe there has been a breach of those standards.

The Rackham Academic Grievance Procedures provide access to informal and formal address of academically related grievances for Rackham students. These procedures are available to all students in the Doctoral Program in Social Work and Social Science. They are briefly described in the **Rackham Graduate Student Handbook**. A complete description is available in the Doctoral Office. Students in our doctoral program who are enrolled in the School of Social Work also have access to the grievance procedures of that School. Those procedures are described in **The Student Guide to the Master's in Social Work Degree Program**, available in the Doctoral Office or in the School of Social Work Admissions Office.

The Rackham Academic Integrity Policy and Procedures defines student offenses against standards of academic integrity, lists the range of responses that the Graduate School and its faculty may invoke, and sets out procedures for determining whether there has been an offense in a particular case. This policy is briefly described in the **Rackham Graduate Student Handbook**.

The School of Social Work has also defined policies and procedures related to academic misconduct such as ethical misconduct, failure to conform to professional social work values and traditions, plagiarism, cheating and so forth. A copy of these policies and procedures is contained in the School of Social Work's **Faculty Handbook**, available in the Doctoral Office.

The Doctoral Committee has recognized that joint authorship situations, especially those involving students and faculty, can be problematic. Although the Doctoral Program has not adopted specific standards of appropriate practice relating to joint authorship, the ethical standards of the American Psychological Association and the American Sociological Association appear germane. Relevant portions of these appear in Appendix 10.

Student records are regarded as confidential and are maintained by the School of Social Work and the Doctoral Program primarily to benefit students in their educational and professional advancement. Access by students to their educational records is controlled by the policies and procedures found in the School of Social Work's **Faculty Handbook**.

Relations between faculty and students should be conducted in ways to avoid conflicts of interest. This is reflected in the School of Social Work's **Faculty Handbook**, the section regarding Faculty Relations with Students, which states that "Any financial transactions between faculty and students must be approved by the Dean. Faculty members shall not accept students in the School of Social Work as social work clients."

## XI. Discrimination and Discriminatory Harassment

Regents Bylaw 14.06 states that:

> "The University is committed to compliance with all applicable laws regarding nondiscrimination. Furthermore, it shall strive to build a diverse community in which opportunity is equal for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status. It shall exert its leadership for the achievement of this goal by all parties with which the University transacts business, which it recognizes, or with which students or employees of the University are involved."

A number of University and School of Social Work Policy documents spell out these commitments and the procedures to follow when they are violated.

Relations among students are governed by the University Policy statement on "Discrimination and Discriminatory Harassment by Students in the University Environment," copies of which are available in the

Doctoral Office. That document defines prohibited discrimination and discriminatory harassment based on race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap, or Vietnam-era veteran status. It also identifies the informal and formal mechanisms for responding to discriminatory behavior among students.

A policy statement concerning "Discrimination and Discriminatory Harassment by Faculty and Staff in the University Environment" is now in draft form. It includes policies regarding relations between faculty and students. Once the University adopts such a policy statement, copies will be available in the Doctoral Office. In the meantime, relations between students and faculty are governed by several University and School of Social Work Policy statements concerning various forms of prohibited discrimination and discriminatory harassment. These statements are available in the Doctoral Office: Regarding sexual harassment, see the **University Standard Practice Guide**, Item 201.89 and SACUA policy statement dated April 2, 1986 entitled, "Gender and Respect in the University Community." Regarding all forms or discrimination see the Presidential Policy statement issued in March 1984.

The School of Social Work's Faculty Handbook Item 6.20 entitled "Harassment" states:

> "It is the policy of the School of Social Work that no member of the University community may sexually or racially harass another. . . . Even consensual sexual relations between faculty and adult graduate students is to be discouraged. In particular when a faculty member has any professional responsibility for the student's academic performance or professional future, sexual relationships, even freely consenting ones, are a basic violation of professional ethics and responsibility."

Students who encounter any forms of discrimination or discriminatory harassment are encouraged to discuss the matter with their faculty adviser, the Director of the Doctoral Program, the School of Social Work's Affirmative Action Officer, or one of several University offices, including the Office of Student Counseling Services, the Affirmative Action Office, the Office of the Ombudsman, the Sexual Assault Preventive and Awareness Center, and the Lesbian, Gay, Bisexual, and Transgender Affairs Office.

## XII. Program Goals and Outcomes

Since its inception, the goal of the Doctoral Program has been to prepare students to contribute to the advancement of knowledge about social work practice and social welfare. As part of continuing efforts to evaluate how effective the Doctoral Program has been in achieving this overall goal, faculty members associated with this program were asked to rate a wide variety of possible criteria for their importance in judging the career success of Doctoral Program graduates.[4] The seven criteria listed below were those deemed important by faculty consensus. They are listed in order of importance, with the most important listed first. They are presented here to make clear to applicants and students the kinds of outcomes the Program tries to prepare its graduates to attain.

a. **Originality** of contributions to knowledge, reflected in research at the cutting edge of the field and in originality in the problems tackled or in publications

B. **Social Work Relevance** of contributions to knowledge, reflected in the conduct of research that integrates social work and social science and in the development and evaluation of new approaches or strategies for social work services

C. **Leadership** in the profession, reflected in influences on social work education and on the profession of social work

   1. Intellectual leadership in the profession and social work education, reflected in influence through writings, presentations at professional meetings, such as the Council on Social Work Education

[4] See Radin, N. "The career success of doctorates from two schools of social work." Social Service Review, Dec. 1985, pp. 604-621.

(CSWE), the National Association of Social Workers (NASW), and the Accredited Board of Social Workers (ABSW), and in editorial activities for professional journals

2. Organizational leadership in the profession and in social work education, reflected in leadership positions in academia, social work education organizations, and social work professional organizations

D. **Recognition** of contributions to knowledge, reflected in frequent citations by other authors, in being well known by people, respected by peers, and perceived as an expert in an area by colleagues.

E. **Initiative** in research activities, reflected in the initiation of one's own research activities and in receipt of grants from public or private sources

F. **Quantity** of contributions to knowledge, reflected in the number of articles, chapters, books, etc., published or papers presented at national meetings

G. Excellence in **Teaching**

It is recognized that all of the students' experiences in the Program, including formal and informal, have contributed and will continue to contribute significantly to their ability to achieve these career goals. A number of specific activities have also been identified that are intended primarily to highlight systematic efforts to relate these program goals to program experiences and requirements, to encourage individual faculty and student actions directed to enhancing this congruence. These activities are described in a memo available in the Doctoral Office. (Ask for the January 15, 1985, memo on Criteria for Success.)

## XIII. The Henry J. Meyer Scholarship Awards

In 1987 the Henry J. Meyer Scholarship Awards were initiated. The major purposes of these awards are: (a) to help support and honor students in the Doctoral Program in Social Work and Social Science whose written work exemplifies the goals of the Program in relation to the integration of social work and social science, (b) to encourage students to prepare such work for possible publication or conference presentation, and (c) to honor the original and long-time director of the Doctoral Program, Henry J. Meyer, under whose leadership the Program was the first doctoral program in social work to integrate fully the intensive study of social work and a social science discipline.

It is anticipated that these awards will be made annually based on papers submitted by students. The papers will be judged by the Supervising Committee on the extent to which they make an original contribution to the empirical or theoretical literature in a manner that integrates social work and social science. Announcements of the policies and procedures for the competition for the awards will be made annually at the end of the winter term, with applications and papers due by the beginning of the following fall term.

## XIV. The Rosemary Sarri Scholarship Fund

In 1995, the Rosemary Sarri Scholarship Fund was initiated. The major purposes of the scholarship are: (a) to provide financial support for women enrolled at the School of Social Work, at either the doctoral or master's level, whose past work, current studies, or future career goals are likely to contribute to the advancement of knowledge in social policy or community practice, and (b) to honor Professor Emerita Rosemary Sarri and her longstanding commitment to social justice.

It is anticipated that this scholarship will be made annually based on students' applications, vitae, and letters of recommendation. The recipient pool for the award will alternate every year between the doctoral and master's program.

## XV. Job Search Activities by Graduating Students

The Doctoral Program is committed to assisting its students in obtaining appropriate jobs upon graduation. A variety of activities are typically conducted by the Doctoral Office to facilitate such job searches. In recent years some of these were: workshops to help students identify sources of information on job interviews, prepare a curriculum vitae, prepare for job interviews, use the faculty at the University of Michigan to assist in job search, etc.; the keeping of files on job announcements received in the doctoral office; annual distribution of paragraphs describing the qualifications of students in the job market to all deans of graduate schools of social work; and presenting a practice "job talk" as part of the School of Social Work Brown Bag Series.

The job search is usually a time-consuming activity and is more successful when undertaken in a carefully considered manner. Students who expect to be in the job market are strongly encouraged to consult with their faculty advisers and the Doctoral Program Director well in advance of commencing such activities

# APPENDIXES

Appendix 1

THE UNIVERSITY OF MICHIGAN
Doctoral Program in Social Work and Social Science

Appendix 1

THE UNIVERSITY OF MICHIGAN
Doctoral Program In Social Work And Social Science

## Doctoral Seminar Course List and Descriptions

(8/3/99)

The courses are for 3 credits unless otherwise noted. The course descriptions will be available each term. If you would like more information you should call the School of Social Work Doctoral Office, 763-5768. MSW students may register for doctoral curses only with written permission of instructors. Courses with asterisk (*) are special seminars that may not be given on a regular basis.

### Course List

PROSEMINAR
800 Proseminar in Social Work and Social Science

RESEARCH INTERNSHIP
801-803 Research Internship: Used as registration for research internships in the School of Social Work (1-8 credits)*

PRACTICE, INTERVENTION AND POLICY (PIP)
810 Principles and Processes of Individual Change
811 Group Intervention for Individual and System Change
812 Marital and Family Intervention
813 Intervention in Human Service Organizations and Social Service Networks
814 Community Intervention
815 Policy Analysis, Development and Implementation
816 Racial, Ethnic, and Gender Factors in Intervention
817 Preventive Intervention
818-819 Special Seminars in practice, intervention and policy

SOCIAL SERVICE SYSTEMS (SSS)
820 Historical Analysis of U.S. Social Service Systems
821 The Future of Social Services in the U.S.
822 Structure of the Contemporary U.S. Social Service Systems
823 Comparative Cross-National Analysis of Social Service Systems
828-829 Special seminars in social service systems

RESEARCH METHODS FOR PRACTICE AND POLICY
830 Advanced Methods in Clinical Research (Psych. 811)
831 Research Methods for Evaluating Social Programs and HSOs
832 Research Methods for Social Policy Analysis
833 Research and Development for Human Service Innovation
839-839 Special seminars in research methods for practice and policy

SOCIAL CONTEXT FOR PRACTICE AND POLICY
840 Individual and Family Functioning and Well Being
841 Social Participation
842 Social Equality and Equity
843-849 Special seminars in the social context for practice and policy

## Course Descriptions

### Doctoral Seminar Course Descriptions

**Course Descriptions**

**S.W. 800 Proseminar in Social Work and Social Science** [2 credits. Open to students in the Doctoral Program in Social Work and Social Science; others by permission of instructor. Required first semester course.] This seminar presents and discusses research exemplifying the goals of the Doctoral Program, ethical issues and current concerns in social work, and different practice, policy, and disciplinary perspectives; it also provides opportunities for the development of supportive relationships among students. Students will be introduced to ongoing faculty research relevant to the improvement of social work practice and social welfare programs and policies and to the integration of the theories, methods and knowledge of social work and the social sciences. Research in process will be emphasized to demonstrate how research is conceived, developed, and carried out and to provide exposure to ongoing research with which students might wish to become associated.

**S.W. 810 Principles and Processes of Individual Change** [3 credits. Doctoral standing and prior study in the individual area or permission of the instructor. Practice, Intervention, and Policy Area.] Review and critical analyses of interventions with individuals, which are intended to produce individual change or the necessary conditions for such change, are the primary focus of this course. Practice principles, methods, and processes utilized in assessment and intervention will be critically analyzed for such factors as adequacy for practice, empirical bases, assumptions, outcomes including effectiveness and efficiency, and areas requiring further research and development. Selected models and methods will be discussed with one criterion being empirical support; among the approaches to be considered are the psychosocial, behavior modification, cognitive-behavioral, self-awareness promotion, task implementation, contingency management, and problem-solving training procedures. Additional coverage will include the relationship of individual procedures to intervention with families and groups; the models' generalizability to diverse populations, such as those with minority, ethnic, and gender status; prevention of dysfunction and enhancement of individual competence; and ethical and value issues.

**S.W. 811 Group Intervention for Individual and System Change** [3 credits. Doctoral standing and prior study in the group area or permission of the instructor. Practice, Intervention, and Policy Area.] Review and critical analyses of contemporary group methods utilized to achieve individual and/or system change are the focus of this course. Empirical and theoretical bases for assumptions and outcome research at the individual, group, and larger system levels will be discussed. Topics will include major models and procedures as applied to the behaviors of individual members, modification of group structures, processes, norms, tasks, and reciprocal interactions between the group and its environment. Attention will be paid to methods of collecting data; how group interventions lead to changes in targets of change; the effects of minority, gender, and ethnic composition upon group functioning; the use of groups for remediation,

competence building, enhancement, and prevention; areas requiring further research; and ethical and value issues.

**S.W. 812 Marital and Family Intervention** [3 credits. Doctoral standing and prior study in the family area or permission of the instructor. Practice, Intervention, and Policy Area.] This course focuses on review and critical analyses of the main theoretical positions and contemporary developments in marital and family intervention in terms of adequacy for practice, empirical basis, and outcome research. Gaps in knowledge will be identified and relevant social science knowledge incorporated. Topics will include contemporary assessment methods and the main models, modes, and methods of marital and family intervention, such as intergenerational, ecological, structural, strategic, and behavioral. Minority, ethnic, and gender issues; value and ethical concerns; linkages to other intervention levels; and prevention of family dysfunction and enhancement of family competence will be discussed.

**S.W. 813 Intervention in Human Service Organizations and Social Service Networks** [3 credits. Doctoral standing and prior study in the organization area or permission of the instructor. Practice, Intervention, and Policy Area.] This course provides a critical examination of strategies of change within human service organizations and in networks of organizations in terms of their effects on effectiveness, efficiency, and responsiveness to the needs of vulnerable populations. Theories and research on organizations—specifically organization-environment relations, organization-client relations, structure, organizational change and innovation, and inter-organizational analysis and change—will be applied to the formulation of intervention and change strategies. The effects of current structuring of service delivery systems on accessibility, comprehensiveness, continuity, fairness, quality, and effectiveness of care, with special emphasis on populations vulnerable through their gender or ethnicity, will be detailed. Models and empirical studies of change within organizations and in networks of organizations aimed at improving the delivery of services will be analyzed and research issues and knowledge gaps will be identified. Relevant ethical and value issues will be examined.

**S.W. 814 Community Intervention** [3 credits. Doctoral standing or permission of the instructor. Practice, Intervention, and Policy Area.] Community interventions are examined as methodologies of planned social change and community practice. The changing context of practice, major models, methods, and the uses of empirically based research to formulate and critically evaluate general practice propositions and action guidelines will be analyzed. Models of planned change to be discussed may include mass mobilization, social action, citizen participation, political advocacy, community education, and neighborhood development. Analysis will include methods of assessing community conditions, formulating strategies, building organizations, activating people, implementing plans, and monitoring and evaluating results. Research and case studies in public and private settings, in health, housing, and other human services, and in a variety of territories from neighborhood to nation will be included. Problems and issues of the economically disadvantaged, minorities, and women, and relevant ethical issues and values will be addressed.

**S.W. 815 Policy Analysis, Development, and Implementation** [3 credits. Doctoral standing or permission of the instructor. Practice, Intervention and Policy Area.] Policy as an intervention process is critically examined by analyzing the phases of this process, various perspectives on policy analysis, the uses of empirical social science knowledge, the context of policy, policy's latent functions, and social, organizational, and cultural factors that impact at each phase. Three types of substantive structures will be included: remediation, enhancement, and prevention. General and specific approaches to these goals will be compared in different content areas and auspices (public and private). Key research questions and gaps in knowledge will be identified as will roles, tasks, and tools of the researcher and policy developer. Ethical and value questions will be explored, with special attention to the effects of race, class, ethnicity, gender, and various types of social discrimination.

**S.W. 816 Racial, Ethnic, and Gender Issues in Intervention** [3 credits. Doctoral standing in social work or permission of the instructor. Practice, Intervention and Policy Area.] Intervention methods are critically examined as they relate to racial, gender, and ethnic statuses of clients. Social science theory

and research relevant to the identification of problems experienced by target groups and to status effects on psychosocial interventions will be reviewed. Attention will be on the effects of status and power differentials linked to racial, ethnic, and gender statuses of clients on the development and implementation of interventions at various levels in the social system. Cultural assumptions and discrimination that influence the definition and nature of problems, health, and competence, and the nature of interventions will be analyzed. Although attention will be given primarily to ethnicity and gender, these issues will be explored in a way that extends their applicability to other status differences and to sexual orientation. Key literature from social work, epidemiology and the social sciences will be covered to prepare students to design, implement, and evaluate interventions which address the problems of high-risk or under-served groups. Throughout, ethical and value issues will be integrated into course content.

**S.W. 817 Preventive Intervention** [3 credits. Doctoral standing or permission of the instructor. Practice, Intervention and Policy Area.] Critical review and analyses of prevention theory, intervention methods, and programs. Preventive intervention refers to activities designed to prevent the development of problems by identifying risk factors and reducing causes of problems and/or by promoting factors that enhance well being and the adaptive functioning of individuals, groups, and larger social systems. Major topics will be effectiveness, empirical bases for underlying assumptions, and the design, delivery and evaluation of preventive intervention methodologies. Subsidiary topics may include the history and context of preventive intervention and its relationship to social work, social planning, and public health; identification of relevant bodies of knowledge; assessment and goal-setting strategies; types of preventive programs; and research and utilization techniques for furthering knowledge and developing new or revised preventive intervention techniques. The identification of populations at risk and under-served and programs for these groups will also be a focus. Ethical and value issues and key research questions and gaps in our current knowledge will be identified.

**S.W. 818–819 Special Seminars in Practice, Intervention, and Policy** [1-3 credits. Doctoral standing or permission of the instructor. Practice, Intervention, and Policy Area.] Content varies, in keeping with faculty and student interests in emerging issues relating to practice, intervention or policy, and covers theoretical and empirical underpinnings, key research questions and gaps in knowledge, ethical and value issues, and ethnic, gender, minority, and social-class factors. For example, the seminar may focus on a critical analysis of a developing intervention or of a new social welfare policy initiative.

**S.W. 820 Historical Analysis of U.S. Social Service Systems** [3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.] Historical trends in formal and informal structures of social service in the United States are examined using a multi-disciplinary perspective from social and intellectual history, sociopolitical foundations, ideologies, and policies. Trends in the varying efforts of citizens and professionals to respond to individual and collective needs will be considered. Particular social service sectors will be chosen to illustrate trends. Students will learn to use analytic, theoretical, and conceptual tools for examining historical development and change in social service systems; they will use archival materials in the analysis of social service systems and will become knowledgeable of major trends in the development of social service systems in the United States.

**S.W. 821 The Future of Social Services in the U.S.** [3 credits. Doctoral standing or permission of instructor. Social Service System Area.] Various models for analyzing and forecasting future trends in social services in the United States are studied including economic and political models and models based on needs assessment, demographic trends, and technological changes. Trends to be considered will include changes in the political economy of the nation-state, increased interdependencies between developed and developing countries, limits of tax-transfer and employment strategies to reduce inequality, changing population structures, and changes in values and ideologies affecting social services. Alternative models of contemporary and future social service systems will be examined and evaluated, including models based on different mixes of public and private services, formal and informal systems, and centralized versus decentralized systems. Quantitative and qualitative sources of data and different approaches to analyzing trend data and forecasting future developments will be discussed. Particular social service sectors will be used to illustrate in depth the forecasting of future trends.

**S.W. 822 Structure of the Contemporary U.S. Social Service System** [3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.] Contemporary public and private social services structures and processes in the United States are examined, including both formal and informal structures. Interactions within and between the human service professions, the policy arena, and specific organizations will be considered. The interface of values and ideologies with policy and social service systems will be included. Special attention will be given to evaluations of service delivery, output, outcome, and impact. Specific course content will be selected from particular social welfare issues being dealt with by contemporary social service systems and will vary with changes in contemporary social issues, e.g., poverty, housing, child welfare. Students will develop theoretical, conceptual, and analytic skills for use in description and analysis of the major social service systems and will evaluate the performance and potential of various contemporary systems to resolve social problems.

**S.W. 823 Comparative Cross-National Analyses of Social Services Systems** [3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.] Newly developed methodologies for cross-national comparative research, from political science, sociology, and economics are used to analyze the social services systems in other industrialized and developing countries with reference to the U.S. systems. Attention will be given to the application of this knowledge to effecting changes in the U.S. social services system. Particular social service sectors will be chosen to illustrate in depth the relevance of cross-national analysis. Students will become knowledgeable about and able to use at least one model of cross-national comparative analyses, understand and critique the U.S. system of social welfare with reference to alternative systems in other countries, and use and select research methods for comparative analysis.

**S.W. 828–829 Special Seminars in Social Services Systems** [1-3 credits. Doctoral Standing or permission of instructor. Social Service Systems Area.] These seminars cover variable topics related to faculty and student analysis of critical and emerging issues related to specific social problems and to social services systems established to address these problems. Possible topics include: care-giving in post-industrial society; privatization of the social service system; social control and the social services; special problems and/or populations; deinstitutionalization and the development of community-based care; women, work, and welfare; and comparative analysis of social service systems.

**S.W. 830 Advanced Methods in Clinical Research** [(Cross-listed as Psych. 811) 3 credits. Doctoral standing and one graduate level course in statistics and/or research design, or permission of instructor. Research Methods Area.] The goal of this course is for students to learn to implement standard research paradigms in the pursuit of knowledge about treatment processes and outcomes, given the particular characteristics of various types of interpersonal practice. The course will examine and critique exemplars of group experimental and quasi-experimental designs, both field and analog types; single-subject experimental designs; and qualitative models in which clinical data drawn from single cases and/or small samples are synthesized. Issues in selecting measures related to treatment processes and outcomes will be considered. The underlying assumptions and logic of the various models will be examined and their range of applicability assessed across racial, cultural, and gender groups. The kind of knowledge produced, impact of the research method on the treatment process, issues in dissemination, ethical considerations, assumptions of theories of knowledge and theories of psychological treatment, and comparisons between research about treatments and outcomes versus basic research will also be considered.

**S.W. 831 Research Methods for Evaluating Social Programs and Human Service Organizations** [3 credits. Doctoral standing, one graduate level statistics course, and a basic understanding of multivariate analysis, including ANOVA and multiple regression/correlation, or permission of instructors are required. Also recommended are a rudimentary understanding of instrument construction and data collection procedures. Research Methods Area.] This course focuses on the theoretical and strategic issues in designing and implementing formative or summative evaluations. The scope will include methods of evaluation appropriate for the study of social programs, human service organizations, inter-organizational relationships; and similarities and differences from methods used for basic knowledge development. The analysis of alternative evaluation models, procedures, and techniques and issues in the design, implementation, and utilization of evaluation research will also be addressed. Topics may include: the

sociopolitical context; ethical issues; the planning of evaluations; specification of variables, with emphasis on definitions of effectiveness and on operations of service technologies; the formulation of evaluation objectives; issues in sampling procedures, measurement, and data collection; alternative models for designing programmatic and organizational evaluations, including network analysis; analysis of findings; feedback at different stages of program evaluation; and reporting, dissemination, and utilization of results.

**S.W. 832 Research Methods for Social Policy Analysis** [3 credits. One graduate-level statistics course and doctoral standing or permission of instructor. Research Methods Area.] This course covers research methods for assessing the nature and extent of needs for social intervention, evaluating the success or failure of existing social welfare policies, and determining the anticipated consequences of alternative policies and interventions. Also considered will be values and assumptions underlying policies and research, similarities and differences between methods for developing social policy knowledge and those for basic knowledge development, strategies to promote utilization and dissemination of research results, and methods of studying community, regional, national, and comparative international policies. Possible topics will be: community needs assessment techniques; subjective and objective measures of program and policy consequences; aggregation problems within and across communities, regions, or countries; analysis of time series data; archival and other historical methods of research; case study techniques; analysis of cross-sectional, panel, and comparative international data as natural experiments; the design and analysis of formal social experiments; meta-analysis of existing research results; and benefit-cost analysis and other related methods.

**S.W. 833 Research and Development for Human Service Innovation** [3 credits. Doctoral standing or permission of the instructor. Research Methods Area.] This course focuses on research and development, that is, methods of design, development, and pilot testing of human service innovations at various levels of intervention. Emphasis will be on recent innovations, methodological issues, and similarities and differences between methods of design and development and those used in basic knowledge development. Students may participate in the further development of this methodology. Readings, examples, and assignments will be drawn from all levels of intervention, diverse areas of human service, and related fields. The topics may include: models of research and development, processes to generate innovation, methodologies to design and develop human service technologies, tools to assist in specialized aspects of design and development, dissemination and utilization, ethical issues in design and development of interventions, and differentiating requirements for innovations in relation to the minority, cultural, or gender status of targets of an intervention or policy.

**S.W. 840 Individual and Family Functioning and Well being** [3 credits. Doctoral standing or permission of the instructor. Social Context Area.] This course analyzes the antecedents and consequences of alternate conceptualizations of individual and family well being through the life span. Attention will be given to: diverse values, perspectives, and ideologies relevant to conceptualizations of individual and family well being, operational definitions of these conceptualizations, the antecedents and consequences of well being as variously defined, and the implications of the above for social work and social welfare. Internal and external antecedents and short-term and long-term consequences at various system levels will be critically reviewed, particularly differential implications for each gender, and for various racial and ethnic groups. Antecedents that might be investigated are: psychological, physical, and genetic factors; ethnic/racial/geographic/national differences in socialization processes; the family as a mediator of stresses and resources in the larger society; structure and processes of the organizations and communities of which individuals are a part; economic conditions, cultural factors, and political structures, which impinge on a society's capacity to foster individual well being. Possible conflicts between individual and family well being will be considered as will those between individual or family well being and the ability of organizations, communities, and societies to survive and meet their own goals. Implications of the analyses for future research and social work interventions will be examined.

**S.W. 841 Social Participation** [3 credits. Doctoral standing or permission of the instructor. Social Context Area.] This seminar examines the antecedents and consequences of alternate conceptualizations of social participation at the interpersonal, small group, organizational, community, and societal levels.

Attention will be given to: diverse values, perspectives and ideologies relevant to conceptualizations of social participation at various levels; operational definitions of these conceptualizations; the antecedents and consequences of various forms and amounts of social participation; and implications of the above for social work and social welfare. Social participation is the involvement of individuals in a variety of interdependent social relationships for a range of individual and collective needs and interests. Key dimensions of participation will be considered, such as the degree to which it is voluntary, reciprocal, egalitarian, organizationally based, involves collectivities, or affects social integration. Theory and research evidence on optimum levels for different social units will be examined. Antecedents and consequences of lack of social participation will be examined using concepts such as isolation, anomie, impersonalization, social disorganization, lack of empowerment, and disenfranchisement. Key research issues and gaps in knowledge will be identified.

**S.W. 842 Social Equality and Equity** [3 credits. Doctoral standing or permission of the instructor. Social Context Area.] This course focuses on variations in the structure of opportunity and outcomes within the United States and between the United States and other countries. The forms inequality may take and changes over time in conceptions of inequality and inequity will be examined. Attention will be given to: effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and equity; operational definitions of these conceptualizations; the antecedents and consequences of equality/inequality and equity/inequity as variously defined; and the implications of the above for social work and social welfare. Current levels of inequality in the United States will be assessed by critically reviewing the literature on differentials in opportunities and outcome. Comparative analysis of empirical work on inequality within the United States and between the United States and other countries will be used as a basis for examining debates about the relative costs and benefits of particular levels of inequality and about the trade-off's between equality and other social goods. Key research issues and gaps in knowledge will be identified.

**S.W. 843 Special Seminar: Poverty, Risk, and Mental Health** [3 credits. Doctoral standing or permission of the instructor. Social Context for Practice and Policy Area]. This is the first semester of a year-long seminar, offered through the Social Work Research Development Center. Initial sessions of the weekly seminar will focus on parallel topics in the literature on poverty and on mental health/mental illness. For each field, the following topics will be reviewed and discussed: definitional issues and descriptions (What is poverty? What is mental health? What is mental illness?); epidemiological data and methods; theories of etiology; evaluations of interventions; reform movements. Following this overview, seminar sessions will address the interactive effects of poverty and mental health, for topics such as: violence, child development, racial/ethnic minority populations, gender issues, homelessness, and systems of "treatment". Seminar presenters will include Professors Sheldon Danziger and Carol Mowbray, as well as other Michigan faculty (from Social Work and other departments) associated with the Social Work Research Center, and occasional invited experts from other campuses. The first semester will focus more on didactic presentations, while the second will offer more intensive focus on developing seminar member's individual research proposals. However, a one-semester commitment to participation is acceptable. The intent of the seminar is to bring participants to the frontiers of research on poverty and mental health, stimulate multidisciplinary collaboration, and move forward methodologies to address substantive issues.

**S.W. 846 Special Seminar: Poverty, the Underclass, and Public Policy I.** [3 Credits Hours] Doctoral standing (2nd year) or permission of the instructor. Social Context for Practice and Policy Area] This seminar will examine the nature and extent of poverty in the United States, its causes and consequences, and the antipoverty effects of existing and proposed government programs and policies. The types of questions to be addressed include the following: What is poverty? Who is the underclass? Why is poverty so persistent? Why are poverty and unemployment rates for minorities so high? What are the goals and purposes of social welfare programs? How did they grow and what did they accomplish during the War on Poverty and Great Society era? What is the feminization of poverty? What are its causes and consequences? What will workfare programs accomplish? What are the interrelationships between poverty, family

structure, labor market conditions and public policies? Is there a culture of poverty? Is poverty passed on from generation to generation?

**S.W. 848–849 Special Seminars in the Social Context for Practice and Policy** [1–3 credits. Doctoral standing or permission of the instructor. Social Context for Practice and Policy Area[1]] These seminars cover particular aspects of individual and family well being, social participation, social equity and equality, responses to social trends, or other human conditions that may influence social work and social welfare. All seminars will consider the influences of diverse ideologies and values on conceptualizations of these conditions, operational definitions of the variables considered, an analysis of antecedents and consequences of the conditions, and implications for social work and social welfare of the above. Students will analyze how social units are affected by and respond to current or emerging social trends. Selected trends will provide the substantive theme, addressed with five foci: the trend's nature and antecedents, its consequences for particular social units, social problems/opportunities created by it, responses of various social units to those problems/opportunities, and implications for social work and social welfare in responding to the trend through innovative policies, programs, and treatment methods. Differential effects of the trend on subgroups such as minorities, women and the elderly will be of special interest. Topic selection criteria will include: timeliness, relevance to problems/opportunities of importance to social work/social welfare, and congruence with faculty scholarly work.

**S.W. 900 Preparation for Candidacy Evaluation**[2] [1–8 credits. Open to doctoral students with permission of instructor.]

**S.W. 971–974 Directed Reading in Social Work and Social Science**[2] [1–4 credits. Open to doctoral students.] Provides doctoral students with intensive individual study under the direction of appropriate Social Work and Social Science faculty members.

**S.W. 975–978 Directed Research in Social Work and Social Science**[5] [1–4 credits. Open to doctoral students with permission of instructor.] Provides doctoral students with individual research under the direction of appropriate faculty members. Supervised individual or project field research in social settings.

**S.W. 990 Dissertation/Pre-candidate** [1–4, IIIA, IIIB; 2-8, I, II, III. Open to doctoral students who have not yet been admitted to candidacy.]

**S.W. 995 Dissertation/Candidacy** [4 only IIIA, IIIB; 8 only I, II, III. Candidacy status.]

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1 Depending on the particular substantive topic and focus, the seminar may meet distribution requirements in the Social Service Systems or Practice, Intervention, and Policy areas. Approval of the instructor would be required in these cases.

2 In exceptional cases, students may elect one independent study course to meet requirements as long as the course conforms to the distribution requirements and written approval is obtained from the Program Head prior to completion of the course.

5 In exceptional cases, students may elect one independent study course to meet requirements as long as the course conforms to the distribution requirements and written approval is obtained from the Program Head prior to completion of the course.

Appendix 2

THE UNIVERSITY OF MICHIGAN
Doctoral Program In Social Work And Social Science

# Guidelines for Specialization in the Social Work Component of the Doctoral Curriculum[1]

Revised 4-8-88

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I. Goals of Specialization

II. General Principles Relevant to Specialization

III. Key Elements of an Appropriate Topical Area for Specialization

IV. The Knowledge and Skills Needed to Develop the Specialization

V. The Means Available to Acquire the Knowledge and Skills

VI. Relationship of Doctoral Courses to Specialization

VII. Role and Responsibilities of the Adviser

VIII. Summary of Procedures for Meeting the Specialization Requirement


1 This document applies to students entering the Doctoral Program as of Fall 1988 and subsequently.

THE UNIVERSITY OF MICHIGAN
Doctoral Program In Social Work And Social Science

GUIDELINES FOR SPECIALIZATION IN THE SOCIAL WORK
COMPONENT OF THE DOCTORAL CURRICULUM

Revised 4-8-88[2]

## I GOALS OF SPECIALIZATION

The major desired outcome of specialization is for the student to be prepared to engage in research and knowledge development in the area of the specialization.

Additionally, depending on the student's career goals, specialization may also help prepare students to:

a. Teach content related to the specialization

b. Provide leadership in curriculum development related to the specialization

c. Provide leadership in the field of social welfare and the social work profession in areas related to the content of the specialization

## II GENERAL PRINCIPLES RELEVANT TO SPECIALIZATION

a. The development of a specialization occurs in relation to three general developmental strategies These are:

- The conceptualization and description of a topical area around which the specialization will be organized
- The identification of the knowledge and skills needed to develop expertise in this area and
- The description of a plan for acquiring the necessary knowledge and skills

b. The development of a specialization as an emergent process:

The development of a specialization involves sustained discussion between the student and the adviser over the course of the student's educational experience. Both the topical areas of the specialization and the planning for meeting the specialization may change in relation to the student's experiences in the Doctoral Program and discussions about the specialization. The following specifications for guiding the development and approval of students' specializations reflect the iterative nature of this process and, therefore, are set out in a stepwise fashion. The student should consider possible advantages and disadvantages of early or late development of a specialization.

c. Breadth and depth as matters for concern in relation to meeting the objectives for the specialization:

In order to insure sufficient depth of knowledge for the specialization, either the social work prelim or the dissertation should be clearly related to the area of specialization. In regard to breadth, it is generally recognized that the topical area of the specialization should not be too specialized—that is, it should not be too narrow, peripheral, irrelevant or unimportant as it relates to the social work profession. However, because many considerations enter into a judgment of the adequacy of breadth, the evaluation of the adequacy of breadth is left, at this time, to the joint determination of the adviser and the director of the

[2] This document applies to students entering the Doctoral Program as of the Fall 1988 term and subsequently.

doctoral program. As more experience is gained with the implementation of the specialization requirement, it may be appropriate to develop more precise criteria for adequate breadth.

d. Knowledge and skills related to issues of race and gender as essential to meeting the objectives of the specialization:

Knowledge and skills related to race and gender issues are critical to the Doctoral Program's curriculum goals, which include: recognition of ethical and value issues and commitments as they relate to social work and social welfare research, interventions, and policies; a commitment to enhance the well being of underprivileged, under-served, and/or minority populations; and concern for the adequacy of intervention methods and social service systems to meet the needs of special groups. Such knowledge and skills are also essential for students whose career goals include teaching in social work programs, as the Council on Social Work Education's curriculum policy for Master's degree and Baccalaureate degree programs states that "The curriculum must provide content on ethnic minorities of color and women." For these reasons it is appropriate that the identification of the knowledge and skills essential to providing expertise in each student's specialization include explicit attention to issues of race and gender in relation to the content of the specialization. It is expected that the knowledge and skills related to issues of race would typically focus on ethnic minorities of color. Although it is recognized that there will be variations in the degree to which knowledge and skills related to race and gender issues are needed for expertise in different specialization topics, it is expected that typically such knowledge and skills would be a significant component.

e. The specialization as a program requirement:

The specialization is of sufficient importance to the educational experience and career development of doctoral students to warrant status as a program requirement. The basic principle here is that each student should have a specialization in social work. To implement this principle, satisfactory demonstration of knowledge and skills in the area of the specialization will be required before the student is admitted to Candidacy. At this point, if the only remaining experience needed to meet the specialization requirement is the completion of the dissertation, and attainment of Candidacy, would be contingent upon approval of the dissertation prospectus. This might occur in cases, for example, where the social work preliminary examination was not significantly and substantially related to the topic of the specialization and where the dissertation was essential to ensure depth of knowledge in the area of the specialization. In the more typical case where the social work preliminary examination did bear a significant and substantial relationship to the topic of the specialization, and where other essential knowledge and skills has already been demonstrated, certification of fulfillment of the specialization requirement would occur prior to attaining Candidacy and Candidacy would not depend upon the approval of a dissertation prospectus.

f. The guidelines for specialization are initial proposals that will be reviewed after they have been in effect:

Some guidelines for implementing and monitoring the specialization requirement are described here. It is expected that as more experience is gained in working with students on their specialization, these guidelines may be changed and/or refined to provide more details to students and faculty. It has therefore been agreed: a) that the experience with implementing the Guidelines for Specialization be an agenda item at a meeting of the Doctoral Committee after they have been in effect for two years; and b) that these Guidelines will be subject to a thorough review after they have been in place for three years to determine whether or not they need modification.

## III KEY ELEMENTS OF AN APPROPRIATE TOPICAL AREA FOR THE SPECIALIZATION

The basic principle is that the specialization should bear a significant and substantial relationship to the curriculum areas of either Practice, Intervention, and Policy (PIP) or Social Service Systems (SSS), and may

include some content from the curriculum areas of Social Context and Conditions or Research Methods for Practice and Policy.

The relationship to PIP and/or SSS can be of several types, including a focus on:

- Particular aspects of social service systems, such as their responsiveness to client-population groups or their characteristics in developing countries

- A particular level of intervention or policy, such as family or policy interventions

- A social problem area linked to aspects of PIP, such as family intervention to deal with alcoholism, and/or of SSS, including, for example, the study of the criminal justice service delivery system in relation to delinquency or policies concerning de-institutionalization

- A special population group linked to aspects of PIP, such as the development of policy for the aged, and/or of SSS involving, for example, the study of health care service delivery to the poor

- An aspect of social service systems linked to a particular level of intervention or policy, such as inter-organizational relations in social service systems at the community level

## IV THE KNOWLEDGE AND SKILLS NEEDED TO DEVELOP THE SPECIALIZATION

A variety of types of knowledge and skill are required in order for the student to engage in research and knowledge development in relation to the area of specialization. A major task for the student and the adviser is to identify these elements. They may include:

- Knowledge of the theoretical, conceptual, and empirical scholarship related to the practice procedures, policies, and/or delivery systems involved in the substantive area of the specialization

- Knowledge and skills in the research methods appropriate to add to the knowledge base in the area of specialization

- Knowledge of the theoretical, conceptual, and empirical scholarship related to the social context of the substantive area of the specialization

An essential component in identifying the knowledge and skills required to engage in research and knowledge development in relation to the area of the specialization is that explicit attention is paid to issues of race and gender as they relate to the content of the specialization. It is expected that the knowledge and skills related to issues of race would typically focus on ethnic minorities of color. Although it is recognized that there will be variations in the degree to which knowledge and skills related to race and gender issues are needed for expertise in different specialization topics, it is expected that typically such knowledge and skills would be a significant component. Issues of race and gender could be addressed in relation to various aspects of the specialization, such as:

- Knowledge of the theoretical, conceptual, and empirical scholarship in the substantive area of the specialization as it relates to: the goals, implementation, or outcomes of practice procedures, policies, and/or delivery systems for women and ethnic minorities of color; or the impact of racism and sexism on a given type of practice procedures, policies, and/or service delivery; or the development of innovative interventions, policies, and/or service delivery systems that reflect attention to issues of race and gender

- Knowledge and skills in research methods relevant to issues of race and gender, such as: those useful in adding to the knowledge base in the area of the specialization in relation to women and to ethnic minorities of color; or those related to the impact of racism and sexism on research in the area of the specialization

- Knowledge of the theoretical, conceptual, and empirical scholarship related to: the human conditions that form the social context for women and ethnic minorities of color as they relate to the area of the specialization; or to the effects of racism and sexism on the human conditions that form the social context for the area of the specialization

## V THE MEANS AVAILABLE TO ACQUIRE THE KNOWLEDGE AND SKILLS

Doctoral students, in several ways, can acquire knowledge and skills related to the area of specialization. The variety of experiences available to students would include, but not be limited to, the following:

- The basic content of regular social work doctoral courses
- The basic content of regular social science doctoral courses
- Independent reading courses
- Papers written in courses or in other contexts that focus on content related to the area of specialization
- Preparation for and completion of the preliminary examination
- Research internship
- Research assistantships and other research experiences
- Teaching assistantships and other teaching experiences
- Social work practice experiences
- Dissertation (in some cases)

As the above listing of means available suggests, the activities that students typically engage in as part of their doctoral studies to meet other program requirements are ordinarily expected to be adequate to provide the expertise needed in the area of specialization.

## VI RELATION OF DOCTORAL COURSES TO THE SPECIALIZATION

The basic principle is that at least two doctoral courses would typically bear a significant relationship to the area of specialization. Courses may bear a significant relationship to the area of specialization in one of two ways:

- First, they may be directly related, in that content of the courses involve recognized aspects of the specialization. For example, if the student's specialization is community intervention, a course on community intervention would be directly relevant
- Second, the course may be indirectly related inasmuch as the course covers content which is essential to the development of knowledge in the area of specialization. For example, for a student specializing in the organization and delivery of services to children, the PIP course in Interventions in Human Service Organizations and Social Service Networks and the SSS course in the Structure of Contemporary United States Social Service Systems might provide essential theoretical and empirical knowledge for the study of services to children

## VII ROLE AND RESPONSIBILITIES OF THE ADVISER

Throughout, the role of the adviser is viewed as critical in assisting the student to conceptualize an area of specialization, to identify knowledge and skills needed to become a specialist in a designated area, and to develop a plan for obtaining the relevant expertise. In addition, it is assumed that the student would consult with other faculty and/or substantive specialists in developing a specialization. The expert judgment of specialists and the counsel of other faculty may be crucial to the conceptualization of an area of specialization, the identification of knowledge and skills, and the formulation of a plan for acquiring needed knowledge and skills.

Specific responsibilities of the adviser include:

a. Assisting the student in the conceptualization of a topical area of specialization by helping the student crystallize substantive interests in relation to educational objectives and short term and long term career objectives.

b. Ensuring that the area of specialization bears a significant relation to PIP and/or SSS.

c. Ensuring that the area of specialization and the plan for fulfilling the specialization requirement provide for sufficient depth and breadth.

d. Aiding the student in the identification of the knowledge and skills relevant to the area of specialization.

e. Ensuring that the knowledge and skills identified include those needed to attend to issues of race and gender in relation to the specialization area.

f. Ensuring that the specialization encompasses sufficient experience so the student is prepared to engage in research and knowledge development in the chosen area of specialization.

## VIII SUMMARY OF PROCEDURES FOR MEETING THE SPECIALIZATION REQUIREMENT

1. Initial Specialization Identification

WHAT:
- (a) Declare a probable topical area that is significantly and substantially related to the curriculum area of either Practice, Intervention, and Policy and/or Social Service Systems and that has adequate depth and breadth
- (b) Identify the knowledge and skills needed for research and knowledge development in this area, including those related to issues of race and gender
- (c) Plan which educational activities will be carried out to achieve the needed knowledge and skills

WHEN: By the end of the first post-MSW year as part of the annual Student's Academic Progress report to the Supervising Committee

WHO: Student and adviser prepare. Feedback is received from the Doctoral Program Director after the Supervising Committee's review

2. Ongoing Specialization Development

WHAT:
- (a.) Refine topical area.
- (b.) Refine necessary knowledge and skills, including those related to issues of race and gender
- (c.) Update educational activities completed and planned to attain necessary knowledge and skills.

WHEN: Annually as part of student's academic progress report to the Supervising Committee.
Feedback is received from the Director of the Doctoral Program after Supervising Committee's review.

GENERAL NOTE: It is anticipated that student's selection of a topical area, the definition of the needed knowledge and skills, and the plan for acquiring that knowledge and skills may develop and change somewhat over time. Such development and change that primarily reflects further refinements should be reflected in the updating provided by the annual Progress Report.

Appendix 3
The University of Michigan
Doctoral Program In Social Work And Social Science Guidelines for

# The Research Internship[3]

(5-22-87)

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3 This document applies to students entering the Doctoral Program as of the Fall 1987 term and subsequently.

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## I. Social Work Research Internship Proposal Approval Form

### A. Goals of the Research Internship

#### A1 Specific Goals

A unique feature of the Doctoral Program has been to provide a knowledge development orientation to students early in their careers. This is enhanced by the research internship, which has these specific goals: (1) to provide a complete research experience through participation in a supervised research project prior to the dissertation; (2) to involve students in research early in their doctoral program; (3) to increase students' research skills; and (4) to develop skills in writing for publication.

#### A2 Relation to Social Work

Although not required for internships offered in the social science department, it is desirable that the research topics be related to social work.

#### A3 Relation to Dissertation

The topic or methods of the research internships might be relevant to students' doctoral dissertations, but this is not required.

### B. Types of Research Internships

#### B1 Ongoing Research and Student Projects

The research project for the internship may either be an ongoing one directed by a faculty member or one initiated by the student and carried out under faculty supervision. If the internship is part of a larger project, the student and faculty member should identify a specific research problem that will be the focus of the student's internship experience.

#### B2 Methodological Focus

The research experience may be quantitative, qualitative, or a combination.

B3 Location in Social Work or Social Science Department

The research internship may be fulfilled either in the School of Social Work (registration should occur under SW 801, 802, 803 or 804) or in the respective social science department (e.g., Anthropology 957; Sociology 512-513, 522–523; Political Science 891–892; Psychology 619).

B4 Relation to Student Needs

The specific character of the research internship should depend on the student's background and training needs, career objectives, the availability of suitable research projects and special conditions at the time the internship is undertaken. For students with prior research experience, the research internship should provide for an expansion of research skills into new areas and/or a deepening of pre-existing skills.

The student with the approval of the primary faculty adviser in social work will determine the most appropriate location for the internship and the breadth, depth, and type of research experience needed based on prior training and experience, career goals, and disciplinary requirements.

C. Expectations for the Research Internship

Cl Required and Optional Activities

A complete research experience would include the following components. It is expected that the student will engage in some or all of the interrelated research activities listed below; every student must be involved in a sustained way in activities l, 2, 5, and 6.

l. Formulation of a research problem (which includes a survey of the literature and pertinent research, and the development of research questions, hypotheses or conceptualization of theoretical and/or policy or practice issues);

2. Formulation of the research design and methods;

3. Development of research instruments;

4. Data collection;

5. Data analysis and interpretation of findings;

6. Preparation of a research report.

The student should only be involved in research activities that will require the learning and acquisition of research skills, and minimal use of students' time should be made for various routine research activities such as administration of questionnaires, coding and collating of data.

C2 Required Final Report

The student's research experience will be demonstrated in the research report which will ordinarily be written in the format of an article that could be submitted for publication to a journal in social science or social work. This report must be accepted by the faculty instructor and a second faculty reader.

C3 Evaluation of the Final Report

The final report will be evaluated by the faculty instructor and a second reader approved by the Doctoral Program Director in consultation with the faculty instructor and student.

The purpose of having a second reader is to provide an independent evaluation of the written product of the internship by someone who has not previously been involved in the particular research endeavor, in much the same way that papers submitted for consideration for a conference presentation or journal publication are reviewed. The second reader will be selected for his or her substantive and/or methodological competencies in the subject area of the research.

The faculty instructor and second reader will evaluate the report based on its congruence with the Guidelines and the quality of the report. Reports that do not meet the minimum standards of completeness and quality should be returned to the student for revision. The research internship is not satisfactorily completed until both the faculty instructor and second reader indicate that the final report is acceptable.

C4 Timing

Because the internship is aimed at the early involvement of students in the conduct of research, it should be begun no later than the end of the second semester of post-MSW enrollment. Under ordinary circumstances, it is expected that the internship be completed within one year.

C5 Required Enrollment and Time Commitments

Enrollment for the research internship should carry four to eight credit hours (pre-MSW students may use the Internship toward partial fulfillment of the Professional Practicum).

The actual amount of time required by an internship, and the credit hours of registration, should reflect the needs of the particular research project and prior research experiences of the student. The lower limit of four credits is set to reflect the typically minimum time commitment that seems necessary to carry out the essential elements of a research internship, approximately a day a week for two semesters; a project that could be completed in this time frame would be appropriate for a student with substantial prior research experience. A commitment of about two days a week over two semesters, or eight credits of registration, is anticipated to be the more typical pattern.

C6 Faculty Supervision

The research internship should provide the student with regular supervision by the faculty member in charge.

C7 Student Recognition

Students are expected to receive appropriate recognition in any publication based on their work as interns.

D. Procedures for the Student Completing a Social Work Research Internship

Dl Initiation of Proposal

After reviewing available research internship opportunities and discussion with the person who will serve as instructor, the student is expected to prepare a brief proposal which should include:

a. Identification of the research problem

b. The research activities the student will engage in

c. Methodological procedures to be employed

d. Anticipated product

D2 Approval of Proposal

After the instructor accepts the proposal, the student will provide the instructor a copy of the social work research internship proposal approval form for the instructor's completion. The student will submit the signed form and a copy of the proposal to the Doctoral Office. These items will be kept in the student's academic record.

D3 Human Subjects Approval

If data are to be collected from human subjects, approval from the appropriate Human Subjects Review Committee must be obtained.

D4 Preparation of Final Research Report

The student is required to submit a research report at the conclusion of the internship to the instructor. This report should be a complete final report of the student's research project. It should be in journal article form, which will include:

a. Conceptualization and formulation of the research problem

b. Research design and methodology

c. A discussion of instruments used in the research

d. Research findings and interpretations

e. Conclusions

D5 Evaluation of the Final Report by the Faculty Instructor

The student will submit the final report to the faculty instructor for evaluation. If the instructor requests revisions the student will make them and resubmit the report. The student should give two copies of the report accepted by the instructor to the Doctoral Office.

D6 Recommendations for a Second Reader

The student and the faculty instructor will recommend a University of Michigan faculty member or research scientist who is proposed to be qualified to act as a second reader, i.e., has substantive and/or methodological competencies in the subject area of the research and can provide an independent evaluation without prior involvement in the particular research endeavor. The student should submit this recommendation to the Doctoral Program Director along with a brief description of the individual's qualifications. If the Doctoral Program Head does not approve the nominee he or she will consult with the faculty instructor and student.

D7 Contacting the Second Reader

The student will be responsible for contacting the second reader to obtain his or her agreement to act in this capacity after the Program Head approves the recommendation. As part of this contact, the second reader will be provided with a copy of the approved research internship proposal and the guidelines for the research internship. Only if that person agrees that the proposal is acceptable should he or she act as the second reader. The student will provide the second reader with a copy of the final report on the

research internship and inform the Program Head that the second reader has agreed to serve in this capacity.

D8 Evaluation of the Final Report by the Second Reader

The second reader may require revisions from the student. If the final report accepted by the second reader has included revisions, one copy of the revised final report should be submitted by the student to the Doctoral Office to become part of the student's record. A copy of the final report should also be given by the student to the primary faculty adviser.

E. Procedures for Faculty instructors for a Social Work Research Internship

El Faculty Information

Faculty members within the School of Social Work who wish to supervise Research Internships will be asked to provide information on their ongoing research for an internship to the Doctoral Office or to indicate their willingness to supervise a Research Internship on a topic initiated by the student.

The information on ongoing research submitted by faculty members should include the following:

a. The content of the research project;

b. Activities available to the student;

c. Financial arrangements, if any;

d. Possibilities of continued participation in the project toward a dissertation.

These statements will be summarized and circulated by the Program Head to all interested doctoral students. Students will then negotiate internships with the faculty member with whom they wish to work.

E2 Faculty Approval of Proposal

A faculty member who agrees to supervise an internship will sign the Approval Form for the student's proposal and complete the checklist to indicate agreement with the plan and its congruence with the Research Internship Guidelines. The instructor will then send the signed approval form and a copy of the approved proposal to the Doctoral Office.

E3 Faculty Supervision

The faculty instructor agrees to supervise the student's research experience, read drafts of the report, and provide a written evaluation of the student's final report.

E4 Faculty Evaluation of Final Report

The congruence of the final report with the requirements of the guidelines for the Research Internship and the quality of the report will form the basis of the evaluation. Reports that do not meet minimum standards of completeness and quality should be returned to the student for revision before being accepted by the instructor. A copy of the written evaluation of the final report should be sent to the Doctoral Office and the student.

E5 Feedback Related to Publication

Wherever possible, the instructor's feedback about drafts of the report should provide information to the student about revisions that might make the paper acceptable for presentation at a professional meeting or submission to a journal.

E6 Grading

If a student's research internship extends over more than one semester, a grade of Y should be entered to so indicate. When the internship has been completed and a satisfactory final written product has been approved by the instructor and the second reader, a change of grade should be recorded. Whether a letter grade or a satisfactory grade is used should be agreed to in the initial contract between student and instructor.

F. Procedures for the Program Head in Relation to the Social Work Research Internship

F1 Solicitation of Faculty Information

The Program Head will regularly solicit information from Social Work faculty on their willingness to supervise social work research internships based on their on-going research projects and on student-initiated projects and provide this information to students.

F2 Approval of the Proposal by Program Head

After the signed Approval Form and accepted student proposal is received from the faculty instructor the Program Head will review the proposal to assure that it includes the research activities defined as essential components in the **Research Internship Guidelines** (Section C) and sign the Approval Form.

F3 Approval of the Second Reader

The head of the Doctoral Program will approve the second reader based on that individual's ability to provide an independent evaluation of the written product of the internship and his or her substantive and/or methodological competencies in the subject area of the research. The head of the Doctoral Program will make every effort to approve a second reader who is acceptable to the faculty instructor and student. To this end, after the faculty instructor has approved the written product the instructor and student will provide the program head with a recommendation of a University of Michigan faculty member or research scientist with a brief statement about why the person is appropriate to be second reader of this product. The Program Head will approve this person as the second reader or will consult further with the instructor and student, including the possibility of recommending additional names for them to review.

G. Procedures for Second Readers of a Social Work Research Internship Report

Gl The Second Reader's Evaluation

Faculty members who act as second readers of a final research internship report agree to provide a written evaluation of the report that deals with its congruence with the requirements of the guidelines for the Research Internship and the quality of the report. The evaluation will be sent to the Doctoral Program Head, who will provide copies to the faculty instructor and student.

When a second reader believes that the report does not meet minimum standards of completeness (see Guidelines, Section C) and quality the report should be returned to the student for revision before being accepted by the second reader and before the written evaluation of the report is sent to the Program Head.

G2 The Second Reader's Feedback Related to Publication

Faculty members who act as second readers agree wherever possible to provide suggestions to the student about possible publication or conference presentation outlets and advice about revisions in the report that would make its publication or presentation more likely.

H. Procedures for Completing the Research Internship in the Social Science Department

Hl Requirements for Social Science Internship

Students may complete their Research Internship in their social science department provided that the essential components of the Research Internship as defined above (Item C) are met, including a written final report.

H2 Initiation of Social Science Internship

The location of the internship will depend on requirements in the student's discipline and the type of research experience needed. The primary faculty adviser and Doctoral Program Head will be available to discuss these options and, where appropriate, to help negotiate supervision of an internship by faculty outside the School of Social Work.

H3 Submission of Final Report and Faculty Evaluation

A copy of the final report must be submitted by the student to the Doctoral Office and faculty adviser along with the instructor's evaluation of it.

H4 Optional Second Reader in Social Work

If the student desires the evaluation and advice of a second reader from the social work faculty, the faculty instructor and the student should recommend such a person for that role following the procedures described in D7, D8, and F3.

## Social Work Research Internship Proposal Approval Form

FOR STUDENTS ENTERING FALL 1987 AND SUBSEQUENTLY

To Doctoral Students Submitting Research Internship Proposal

Read the Guidelines for the Research Internship before preparing your proposal. When the faculty instructor supervising your internship has approved the proposal, complete the information below, obtain that person's signature on this form and submit it with two copies of the Proposal to the Doctoral Office.

Student's Signature: _____

Topic
: _____

Initial Enrollment (Course #, Credits, Term) _____

To Faculty Instructor

Your signature below indicates that: a. You are willing to provide regular supervision to the student in the completion of the research internship; b. You agree that the student's proposal meets the Guidelines for the Social Work Research Internship (see Section C.l); c. You have completed the internship checklist. It is the responsibility of the faculty supervisor to be sure that the essential components of the internship are included in the proposal before giving his or her approving signature. Please respond to all the items below:

1. What is the nature of the research internship?

   _____ Initiated by the student

   _____ Part of a faculty project. If so, has a specific sub-project been identified for the student's research internship?

   ( ) Yes ( ) No (If no, explain)

2. For each of the following components of a research experience indicate whether or not it will be covered by this internship. (Note that sustained activities for starred components are required by the **Guidelines**):

   *Formulation of a research problem (includes a survey of the literature and pertinent research and development of research questions, hypotheses or conceptualization of theoretical and/or policy or practice issues).

   ( ) Yes ( ) No (If no, explain)

   Formulation of research design and methods

   ( ) Yes ( ) No

   Development of research instruments

   ( ) Yes ( ) No

   Data collection

( ) Yes ( ) No

*Data analysis and interpretation of findings

( ) Yes ( ) No (If no, explain)

*Preparation of a research report

( ) Yes ( ) No (If no, explain)

3. Are human subjects involved?

Check One:

( ) No human subjects are involved (e.g., secondary data analysis only)
( ) Approval will be obtained before data collection begins from the relevant Human Subjects Committee.
( ) Approval has already been obtained from the relevant Human Subject Committee.

| | |
|---|---|
| Signature of Faculty Instructor | date |
| Signature of Program Director[4] | date |

[4] The Program Head's signature indicates that the checklist has been completed by the faculty instructor and that the proposal includes the research activities defined as essential components in the Guidelines for the Research Internship.

Appendix 4

THE UNIVERSITY OF MICHIGAN
Doctoral Program In Social Work And Social Science

# Guidelines for the Social Work Preliminary Examination[5]

(5-22-87)

1. Goals
2. Guiding Principles
3. The Preliminary Examination Proposal
4. Content to be covered in the examination
5. Format of the examination
6. The Examination Committee
7. Evaluation of Performance
8. Social Work Preliminary Examination Approval Form
9. Social Work Preliminary Examination Checklist

## 1. GOALS

"The purpose of the preliminary examination is to enable the student to demonstrate" to a faculty committee "mastery of knowledge in" an individualized area of subject matter a substantial portion of which covers content relating to Practice, Intervention, and Policy (PIP) and/or on Social Service Systems (SSS), and which is typically related to the area of specialization.

Such mastery should be demonstrated by the integration and synthesis of the major theoretical and empirical knowledge in the area; conceptualization and critical analysis of major work in the area; identification of the critical issues in the area that require future advances in conceptualization, theory, and/or research; integration of relevant social work and social science perspectives and knowledge; and effective communication of these ideas.

## 2. GUIDING PRINCIPLES

"Because there is immense variation in student interests, areas of specialization, and topics for preliminary examinations, issues can arise concerning such matters as the independence of the preliminary examination from other requirements, its relevance to social work" or social welfare and to the area of specialization, "the adequacy of the topic's literature base," the comprehensiveness of the literature review, "the standards of quality," and the examination model. "The Doctoral Program has endeavored to address such matters by formulating some principles to guide students and faculty in the conception and preparation of preliminary examination areas."

a. Relevance to the area of specialization.

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5 For students entering the Doctoral Program of the Fall 1987 term and subsequently.

It is expected that the proposal will identify how the subject matter of the preliminary examination covers content relating to the area of specialization, including content on practice, intervention, and policy (PIP) and/or social service systems (SSS). This does not preclude inclusion of content on the social context or on research methods in the preliminary examination topic, just as these may be legitimate aspects of a specialization.[6] A substantial portion of the subject matter of the preliminary examination is typically expected to be related to the area of specialization.

b. Independence of the written product from other requirements.

The subject matter of the social work prelim may be related to course work, papers and other requirements in the social work part of the student's program, and would typically be substantially related to the student's area of specialization. The written product of the preliminary examination, however, should be independent of papers and other products produced in the social work component of the program. The written product of the social work preliminary examination should also be independent of that for the social science prelim, although the subject matter of the two prelims may be in a complementary relationship to one another.

c. Relevance to social work and/or social welfare.

"It is expected that in the proposal as well as in the preliminary examination itself the student will give explicit attention to the relevance of the topic to social work and/or social welfare." The particular relevance of the aspect(s) of PIP and/or SSS that have been selected as the subject matter for the prelim should be highlighted in the proposal and the prelim itself in terms of their relevance to social work and/or social welfare. The literature reviewed for the preliminary examination should primarily deal with the prelim's subject area of interventive methods or technologies and/or social service systems, including social work literature as well as literature from related professional fields and social sciences.

d. Adequacy of the topic's literature base.

"The topic selected for study should have a substantial base in the empirical and theoretical literature....The preliminary examination is not a mechanism ...for addressing...questions for which original empirical research is more appropriate."

e. Comprehensiveness of the literature review.

"The literature review should be comprehensive...." It should not be descriptive alone, but rather should involve analysis, synthesis, conceptualization, and integration of major viewpoints, alternate considerations, and research evidence from the available literature, and should identify critical issues for future development in the area.

f. Quality of the product.

"The level of mastery of the content reflected in the examination product should clearly be consistent with high standards of doctoral work. The written document should" demonstrate the ability to communicate effectively and "reflect careful attention to scholarly style, clarity, and composition, as well as to matters of spelling and grammar."

g. Examination mode.

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6 "For example, if specialization includes the use of experimental designs in practice, content related to the use of these designs in evaluating the effectiveness of family interventions could comprise a portion of the preliminary examination; if specialization focuses on social service systems that address the needs of children in single parent households, content related to the prevalence of divorce and its impact on young children could comprise a portion of the preliminary examination."

"The written preliminary examination should be in the examination style rather than in the form of a thesis paper or chapter." The written component is an examination and should be independently written by the student without consultation on its specific content or editorial assistance from others.

3. THE PRELIMINARY EXAMINATION PROPOSAL

a. Role of the Chairperson and Committee.

"The committee chairperson is expected to work with the student to assist him/her in the preparation of the preliminary examination proposal." Such assistance should include help in defining the subject matter for the examination, retrieving the relevant literature, and selecting an appropriate format for the examination. If the written portion of the examination is a paper, the chairperson is expected to offer assistance in the organization of the paper that is described in the proposal. If the written part of the examination consists of responses to questions, the chairperson is expected to offer assistance in the proposed selection mechanism or the questions and the time limits that are described in the proposal. As part of this process, the chairperson is responsible for making sure that the proposal meets the goals and guiding principles for the preliminary examination and that the scope is such that under ordinary circumstances, i.e., where the student devoted approximately a half-time effort to completing the preliminary examination, the preliminary examination could be completed within six months from the acceptance of the proposal. Other committee members may also work with the student in the preparation of the proposal.

b. Approval of the Proposal.

The final version of the written proposal must be reviewed and approved at a meeting attended by all committee members and the student. Such approval is expected to be based on the substantive adequacy of the proposal and the congruence of the proposal with the goals and guiding principles for the preliminary examination. The Chairperson is responsible for completing the Preliminary Examination Checklist after the proposal is approved by the entire committee, and Chairperson and committee members must sign the Preliminary Examination Approval Form indicating their willingness to serve on the committee and approval of the proposal as meeting the guidelines. The student is responsible for seeing to it that this form and checklist are submitted to the Doctoral office at least four weeks before the date proposed for the examination.

c. Withdrawal of the Proposal.

"Prior to the submission of the written exam, students may withdraw their proposal and form a new committee on a new topic."

d. Content of the Proposal.

The preliminary examination is viewed as the gateway to the dissertation and the subsequent attainment of the Ph.D. degree. A successfully defended examination proposal will satisfy, in part, the requirement for advancement to candidacy. (effective Fall 1997)

The preliminary examination proposal should define the subject matter to be covered, the literature to be reviewed, and the format of the examination to the student's area of specialization and to PIP or to SSS. All proposals should also include a brief description of points 1-8 in the Checklist (See below). This will require familiarity with the literature and is typically expected to be 10-15 pages in length (double spaced).

If the written part of the examination is to be a paper the proposal should address the organization of the paper. If the written part of the examination is to be a take-home examination or an examination written in one sitting the proposal should address the ways in which the questions will be selected and the time

allowed for completion. If the proposal suggests student input it should include 5-10 sample questions derived from the student.

4. CONTENT TO BE COVERED IN THE PRELIMINARY EXAMINATION

Within the goals and guiding principles defined above, the following topics are expected to be covered in the examination. An endeavor should be made to cover all the topics listed below, but emphases will vary somewhat depending on the subject area of the prelim and the available literature. In particular, such variations are expected to occur as a function of how well-developed the interventive methods or social service systems that are the topic of the prelim are.

a. The state-of-the-art in the subject area of the examination.

When the subject area of the preliminary examination concerns a well-developed area of intervention or social service systems the emphasis would be on the main contemporary intervention technologies and methods or the major components of the social service systems.

When the subject area of the preliminary examination concerns a developing area of intervention or social service systems, the emphasis would be on: (1) the strengths and weaknesses of current methods, technologies, or social service systems as they relate to the developing area, and (2) the rationale or evidence supporting the view that the developing approach is likely to remedy some of these inadequacies of current approaches.

b. The adequacy, effectiveness, and efficiency of these methods, technologies, or social service systems.

When the subject area of the prelim concerns a well-developed area, considerations of adequacy would include examination of the completeness, specificity, relevance to the intervention task or to the policy objectives, etc. Considerations of effectiveness and efficiency would include theoretical and research evidence on the capacity of the methods, technologies, or social service systems to meet their intended goals and on any unintended or unanticipated consequences for those they serve.

When the subject area of the prelim concerns developing methods, technologies, or social service systems, considerations of adequacy, effectiveness, and efficiency would include examination of theoretical and empirical evidence for problems in these realms in current methods, technologies, or social service systems as well as empirical and/or theoretical reasons to expect improvements in these realms in the developing methods, technologies, or social service systems.

c. The applicability of these methods, technologies, or social service systems to diverse populations.

When the subject area of the prelim concerns well-developed methods, technologies, or social service systems the emphasis here would include theoretical and empirical evidence on the extent to which they do or can equitably serve diverse populations, and their generalizability.

When the subject area of the prelim concerns developing methods, technologies, or social service systems, the emphasis here would include theoretical and empirical evidence of problems in this realm with current methods, technologies, or social service systems as well as theoretical and/or empirical reasons to expect improvements in these realms with the developing methods, technologies, or social service systems.

d. The relevance and applicability of behavioral and social science knowledge to the analysis of existing and the development of future methods, technologies, or social service systems.

This would include assessment of the adequacy of social and behavioral science knowledge as a basis for analyzing well-developed or developing intervention methods, technologies, or social service systems; the adequacy of the social assumptions on which the well-developed or developing intervention methods, technologies, or social service systems rest; the use of behavioral and social science theory and evidence to propose or support new developments in intervention methods, technologies, or social service systems; the use of behavioral and social science perspectives to understand how current methods, technologies, or social service systems developed and what might be future directions for development; appraisal and critique of the behavioral and social science assumptions inherent in well-developed or developing methods, technologies, and social service systems.

e. Critical issues needing further investigation.

This should include identification of gaps in theoretical, conceptual, and empirical knowledge relevant to well-developed or developing methods, technologies, and social service systems, and of ways to begin addressing these deficiencies. It may also include new theoretical, conceptual, or, more rarely, empirical contributions to the analysis, development or evaluation of the methods, technologies, or social service systems that are the subject matter of the preliminary examination.

5. FORMAT OF THE EXAMINATION

a. Written and optional oral components.

"The examination process is expected to include at least one written portion." The written portion of the preliminary examination may take the form of a paper, a take-home examination, or an examination written in one sitting. "In addition to the written part, the student may contract for an oral portion."

b. Examination style.

"The written [portion] of the preliminary examination should be in the examination style rather than in the form of a thesis paper or chapter." Regardless of the format for the written portion of the preliminary examination, the product should be treated as an examination and as such should be an independent effort by the student. The writing of the preliminary examination paper or the take home examination should occur without involvement of the preliminary examination committee members. No member of the Committee should provide evaluative feedback on early drafts of the examination.

c. Length of examination.

"If the written examination [completed in one sitting] is the sole component, it is expected that this examination will be for a minimum of six hours."

If the written part of the preliminary examination is a paper it is typically expected to be between 50-75 pages in length (double spaced), excluding references. The paper should reflect professional publication standards both in terms of adequacy of content and communication.

d. Time for completion.

Under ordinary circumstances, i.e., when the student is able to devote approximately a half time effort to the completion of the preliminary examination, the written portion of the examination is expected to be completed within six months from the time the proposal was approved by the Committee. Failure to complete the preliminary exam within this time period results in the student being considered in poor academic standing in the Program and lowers her/his priority for financial aid from the Program. One consideration in choosing a subject matter should be the feasibility of completing the preliminary examination within this time frame under ordinary circumstances, i.e., devoting approximately a half-time effort to the task.

6. THE EXAMINATION COMMITTEE

"The preliminary examination committee shall consist of at least three faculty persons holding regular (i.e., unmodified) appointments in the School of Social Work..." The Chairperson of the Committee must have taught in the Doctoral Program. "Exceptions must be approved by the Head of the Doctoral Program."

Members should be chosen for their substantive knowledge, research, and scholarly work in the content area(s) of the preliminary examination. "The student recommends the selection of the chair and committee members to the Head of the Doctoral Program. The Program Head then approves the composition of the preliminary examination committee, taking into account the guiding principles and selection criteria discussed above."

7. EVALUATION OF PERFORMANCE

a. Committee Responsibilities

"After the examination is submitted, the committee will evaluate it and agree upon a grade. The chairperson has the responsibility of providing the written evaluation of the final product of the examination, focusing particularly on the extent to which the examination in fact was consistent with the guiding principles indicated earlier."

b. Grading Scale

"The grading scale is as follows: Honors, High Pass, Pass, Conditional Pass, and Fail. A grade of Honors is given only when an extraordinarily high degree of proficiency is demonstrated in all parts of the examination. The lowest acceptable grade is Pass. The grade of Conditional Pass is used when the requirements are satisfactorily fulfilled, but a specific deficiency is noted. To remove the deficiency the student must satisfactorily complete the task prescribed by the examination committee (e.g., rewrite the answer to one examination question, or write a brief paper elaborating on one aspect of the topic, etc.). The committee will also prescribe the time within which the assignment is to be completed."

(Adopted July 1997)
For a social work preliminary exam for which a student receives a grade of "conditional pass", once the condition has been met, the existing range of grading should be used by the committee in order to assign a final grade.

c. Failing Grades

"If the preliminary examination is failed, the student would have an opportunity to retake the exam once in the original subject area. If the student wishes to be examined in a new area, a new committee must be formed and all above procedures followed. Any student who fails twice must be reviewed by the Supervising Committee before continuing in the Program."

THE UNIVERSITY OF MICHIGAN
Doctoral Program In Social Work And Social Science
(Appendix Form 4-A)

## Social Work Preliminary Examination Approval Form[7]

To Doctoral Students:

Please read the Guidelines for the Social Work Preliminary Examination attached to this form. Circulate this form along with your prelim proposal and bibliography to the proposed chairperson and members of your Preliminary Examination Committee (see the Guidelines for composition of the committee), obtain their signatures, and submit this form with an additional copy of your prelim proposal to the Doctoral Program office.

This submission must be at least four weeks (4) before the date proposed for the examination. You must be registered for at least 1 credit hour the semester during which the prelim is submitted; registration may be for SW 900 or another social work or social science course.

To the Proposed Examination Chairperson, your signature indicates that:

a. You are willing to serve as chairperson of the committee.

b. You agree that the student's proposal, which is attached, meets the guidelines for the social work preliminary examination.

c. You have completed the attached preliminary examination checklist.

To Proposed Examination Committee Members, your signature indicates that:

a. You are willing to serve on the committee.

b. You agree that the student's proposal, which is attached, meets the guidelines for the social work preliminary examination.

c. You agree with the content of the attached preliminary examination checklist.

SIGNATURE REQUIRED, see over

7 For students entering the Doctoral Program as of the Fall 1987 term and subsequently.

SOCIAL WORK PRELIMINARY EXAMINATION APPROVAL FORM

**STUDENT:**

_____

Name, please print

Expected Date of Exam: _____

Preliminary Examination Title: _____

**OPOSED EXAMINATION COMMITTEE MEMBER SIGNATURES:**

1. Chairperson _____ Date _____

2. Member _____ Date _____

3. Member _____ Date _____

(4. Optional Member) _____ Date _____

**APPROVED BY THE DIRECTOR OF THE DOCTORAL PROGRAM**

Signature _____ DATE _____

THE UNIVERSITY OF MICHIGAN
Doctoral Program in Social Work and Social Science
(Appendix Form 4-B)

## Social Work Preliminary Examination Checklist[8]

It is the responsibility of the chairperson of the preliminary examination committee to be sure that all the guiding principles for the preliminary examination have been addressed properly. After completion of the proposal, the chairperson, in consultation with the committee members, completes the checklist before giving his or her approving signature.

1. A substantial portion of the topic for the preliminary examination as described in the proposal covers content relating to the student's area of specialization.

   ( ) Yes ( ) No (If no, explain)

   A substantial portion of the topic would typically be expected to be related to the specialization.

2. The written product of the preliminary examination will be independent of papers and other products produced in the program.

   ( ) Yes ( ) No (If no, explain)

3. Explicit attention is given in the proposal to the relevance of the topic to social work and/or social welfare including relevance of the aspects of PIP and/or SSS selected as part of the topic.

   ( ) Yes ( ) No (If no, explain)

4. The topic has a substantial base in the empirical and theoretical literature, as reflected in the attached bibliography.

   ( ) Yes ( ) No (If no, explain)

5. The written product described in the proposal will include literature reviews that are comprehensive, i.e., including analysis, synthesis, conceptualization, integration, and identification of critical issues for future development.

   ( ) Yes ( ) No (If no, explain)

6. At least one part of the examination will be written.

   ( ) Yes ( ) No (If no, explain)

7. The written component of the prelim will be an examination written independently by the student without consultation on its specific content or editorial assistance from others.

   ( ) Yes ( ) No (If no, explain)

8. The date for the examination will be: _____
   (Date)

[8] For students entering Fall 1987 and subsequently.

9. The examination will be in the form of: (check one)

( ) Paper

( ) Take-home examination

( ) Examination completed in one sitting (minimum of 6 hours)

Will the examination include an oral portion?

( ) Yes ( ) No

Signature of Prelim Chair _____ date _____

Appendix 5

THE UNIVERSITY OF MICHIGAN
School of Social Work

## Current Listing of Faculty Numbers to be Used as Section Numbers for Individual Special Studies and Field Instruction

| # | Faculty |
|---|---|
| 125 | Allen, JoAnn (emeritus) |
| 132 | Allen-Meares, Paula |
| 211 | Alvarez, Tony |
| 191 | Astor, Ron |
| 126 | Barbarin, Oscar |
| 128 | Bernard, Sydney (emeritus) |
| 135 | Bertcher, Harvey (emeritus) |
| 104 | Birdsall, William |
| 105 | Brabson, Howard (emeritus) |
| 202 | Burton, David |
| 117 | Checkoway, Barry |
| 108 | Churchill, Sallie (emeritus) |
| 179 | Corcoran, Mary |
| 113 | Croxton, Tom |
| 116 | Danziger, Sandra |
| 111 | Danziger, Sheldon |
| 110 | Davies, Douglas |
| 115 | Drews, Nathalie (emeritus) |
| 114 | Dunkle, Ruth |
| 168 | Faller, Kathleen |
| 119 | Feld, Sheila |
| 120 | Fellin, Phillip |
| 145 | Gant, Larry |
| 124 | Garvin, Charles |
| 170 | Gibson, Rose (emeritus) |
| 176 | Gomberg, Edith (emeritus) |
| 127 | Gordon, Jesse (emeritus) |
| 172 | Gutierrez, Lorraine |
| 203 | Hollingsworth, Leslie |
| 214 | Holter, Mark |
| 220 | Hunter, Andrea |
| 109 | Ingersoll-Dayton, Berit |
| 136 | Jayaratne, Srinika |
| 131 | Johnson, Harold (emeritus) |
| 138 | Kossoudji, Sherrie |
| 133 | Lauffer, Armand |
| 139 | Lewis, Edith |
| 150 | Lockery, Shirley |
| 137 | Maple, Frank |
| 112 | McDonough, Susan |
| 164 | Mowbray, Carol |
| 167 | Mutschler, Elizabeth (emeritus) |
| 152 | Ortega, Robert |
| 141 | Powell, Thomas |
| 142 | Radin, Norma (emeritus) |
| 177 | Reed, Beth |
| 149 | Root, Lawrence |
| 147 | Sarri, Rosemary (emeritus) |
| 155 | Saunders, Dan |
| 190 | Seabury, Brett |
| 175 | Siefert, Kristine |
| 212 | Spencer, Michael |
| 143 | Taylor, Robert |
| 154 | Thomas, Edwin (emeritus) |
| 165 | Tolman, Richard |
| 156 | Tropman, John |
| 161 | Tucker, David |
| 171 | Vinokur, Diane |
| 158 | Vinter, Robert (emeritus) |
| 159 | Weingarten, Helen |
| 160 | Wolfson, Charles (emeritus) |
| 163 | Zald, Mayer |

Appendix 6

# Practicum on Teaching Social Work Methods

Experience and skills in teaching social work methods is recognized as an important attribute for those seeking a career as social work educators. Such experience can be gained in several ways including practice experience in the field and teaching experience while in the Program. For those students who are interested in gaining experience and improving their skills in teaching social work methods, the Doctoral Program has instituted a Practicum on Teaching Social Work Methods. This is a special studies course (SW 971-974) which the student can take with a faculty member at the School of Social Work who teaches social work methods.

Through the Practicum the student is able to undertake various teaching projects which may involve actual co-teaching; preparation of teaching modules, lectures and other presentations; working with students on classroom projects; leading discussion groups, etc. The specific nature of the project is to be worked out between the student and the faculty member. It is expected that the faculty member will provide the student with the necessary guidance and assistance and work closely with him/her toward a successful teaching experience. It is expected that at the completion of the practicum a report and an evaluation of the student's work by the faculty member will be submitted to the Doctoral Office to be included in the student's file.

On a regular basis the faculty will be asked to indicate their interest in offering such a practicum, and such information will be available on file in the Doctoral Office. Students, however, may directly approach a faculty member with whom they wish to have a Practicum. Students should also consult with their faculty advisers concerning the desirability of a Practicum and the opportunities that may be available for it.

Once the student and the faculty member agree to initiate a Practicum it is essential that the nature, scope, and other details of the Practicum be worked out in detail so that there is a clear understanding between the student and faculty member about the terms of the Practicum.

Students should note that it is also possible to acquire some of the experience and skill in teaching social work methods via the Utilization Internship. To do so, however, the student will have to meet the guidelines of the Internship, whereas the Practicum provides a more flexible and less formal vehicle.

Appendix 7

THE UNIVERSITY OF MICHIGAN
Doctoral Program in Social Work and Social Science

## Preliminary Examination Approval Form for Non-Affiliated Social Work-Psychology Students

To Doctoral Students Submitting Preliminary Examination Proposals

Read Section IV F 5 of the Guidelines, which discusses preliminary examinations in Psychology. Circulate this form to the proposed Preliminary Examination Committee members (see the Guidelines for the composition of the Committee), obtain their signatures, and submit this form with a description of your topic to (your adviser in the Psychology Department)* and the Psychology Department Graduate Chairperson for approval by the Graduate Committee. Once approval is obtained submit a copy of the form and description of your topic to the Doctoral Office. You must be registered for at least 1 credit hour (of Psych 900 or another Psychology or Social Work course) during the semester in which you submit your prelim.

To Proposed Examination Chairperson

Your signature indicates that you have read the description of the proposal topic and are willing to serve as chairperson of the committee.

To Proposed Examination Committee Members

Your signature indicates that have read the description of the proposal topic and agree to serve on the committee.

**STUDENT:**

_____
Name, please print

Expected Date of Exam: _____

Preliminary Examination Title: _____

_____

SIGNATURES REQUIRED, see over

**PROPOSED EXAMINATION COMMITTEE MEMBER SIGNATURES**:

1. Chairperson _____ Date

2. Member _____ Date

3. Member _____ Date

(4. Optional Member) _____ Date

**APPROVALS AND RECOMMENDATIONS**

_____ _____

PSYCHOLOGY DEPARTMENT ADVISER'S APPROVAL[9] (DATE)

_____ _____

PSYCH. DEPT. GRADUATE COMMITTEE APPROVAL (DATE)

Revisions Recommended by Graduate Committee: _____

_____

_____

_____

[9] Applies to students entering the Doctoral Program as of Fall 1986 and subsequently.

Appendix 8

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## Independent Studies Course Approval Form[10]

Independent study courses (SW900, 971-974, 975-978) cannot ordinarily be counted to meet the minimum five course requirement or other course distribution requirements. In exceptional cases, students may elect one independent study course to meet the required number of social work doctoral courses so long as the course conforms to the distribution requirements and written approval is received from the Head of the Program.

To obtain such approval the student should complete Part 1 of the form below and solicit recommendations from the course instructor and his or her faculty adviser in Parts 2 and 3. The form should then be routed to the Doctoral Head. The Doctoral Head will inform the student of the action taken.

The completed form should be submitted to the Doctoral Office prior to the completion of the course in question.

STUDENTS AND FACULTY

Please review carefully the following definitions of the four areas of the curriculum before proceeding with the approval process.

Practice, Intervention, & Policy (PIP) courses critically analyze the conceptual bases and empirical evidence relating to the practice methods, interventions, and policies by which social work and social welfare achieve their objectives.

Social Service Systems (SSS) courses critically analyze the structures (organizational arrangements of various formal & informal social units that are designed to deliver services.

Research Methods for Practice and Policy courses address the principles and methods by which knowledge of social work and social welfare is enhanced and the methods used to analyze, design, develop, and evaluate social work practice, social service systems, and social welfare policies.

The Social Context for Practice and Policy courses critically analyze the antecedents and consequences of various human and social factors that affect critical human conditions that social work and social welfare seek to enhance.

10 This document applies to students entering the Doctoral Program as of Fall 1987 and subsequently.

1. Student
   Name: _____

Course # _____ Credit Hrs _____

Term Of Enrollment _____

Describe Course Content, Assignments, And Evaluation Procedures

_____

_____

CREDIT SOUGHT (check as many as appropriate)

( ) five-course requirement
( ) distribution requirement of at least one course in three of the four areas, with allocation to the following area (Check One):
   ( ) Practice, Intervention, & Policy (PIP)
   ( ) Social Service Systems (SSS)
   ( ) Research Methods for Practice and Policy
   ( ) Social Context for Practice and Policy

Indicate why you believe your circumstances are exceptional and warrant approval of the above request(s).

Indicate what other Social Work doctoral courses you have taken or intend to take to meet your requirements.

| Course # | Term Elected | Grade | Course # | Term Elected | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

_____ _____
SIGNATURE OF STUDENT DATE

2. Recommendation of Course Instructor

Please indicate whether or not you agree that the course content, assignments and evaluation procedures described by the student in Part I are adequate to meet the requirement(s) the student requests it meets.

| | YES[11] | NO |
|---|---|---|
| Meets five-course requirement | _____ | _____ |
| Meets PIP course requirement | _____ | _____ |
| Meets SSS course requirement | _____ | _____ |
| Meets Research Methods course requirement | _____ | _____ |
| Meets Social Context course requirement | _____ | _____ |

_____ _____

Instructor's Signature Date

INSTRUCTOR PLEASE NOTE

Unless you inform us otherwise after the course is completed the Doctoral Office will assume that the student has carried out the above assignment(s), designed to meet program requirements, to your satisfaction.

3. Recommendation of Faculty Adviser

Please indicate whether or not you recommend approval of the above request(s) and your reasons for doing so.

_____ _____

Instructor's Signature Date

4. Action of Program Head

( ) Approved ( ) Disapproved (explain)

_____ _____

Director's Signature Date

5. Feedback to Student

Copy of completed form sent to student: _____

Date

11 See definitions provided on the front page of this form.

Appendix 9

THE UNIVERSITY OF MICHIGAN
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## Doctoral Social Work Practice Internship

At its April 12, 1984 meeting the Doctoral Committee approved the following procedures to govern the doctoral social work practice internship.

1. An Advanced Practice Internship should be available to meet the special interests of doctoral students at the micro or macro levels of practice.

2. Students would be able to earn a maximum of two credits total (registration as SW 971-974). The time allocation would be .50 FTE (20 hours per week) for one term or .25 FTE (10 hours per week) for two terms in order to earn 2 credits.

3. The student's instructor would be a member of the doctoral faculty who would collaborate in the development of the placement with the student and with an agency representative. The faculty member along with the student and a professionally trained agency staff member would constitute a committee to formulate a proposal for the internship. When the committee has agreed to a plan, that plan should be submitted in writing to the Director of the Doctoral Program who would review the proposal, accept it, or return it for revisions.

4. The plan should specify the following:

    a. The domain of the assignment and the levels of intervention.

    b. The activities and tasks to be performed by the student.

    c. How the experience would relate to the Doctoral Program's goals.

    d. The respective roles of faculty and agency in field instruction, supervision and/or consultation.

5. Agencies should be selected which have the capacity for superior quality field instruction.

6. A report of the experience should be prepared by the student. That report should be prepared as a document or device that could be utilized in teaching to illustrate effective practice or research on practice.

7. A grade should be given by the faculty instructor following completion of the report.

Appendix 10

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## Information on Ethical Standards Related to Joint Authorship

A. "Ethical Principles Of Psychologists," Directory of The American Psychological Association, American Psychological Association, 1981.

"Publication credit is assigned to those who have contributed to a publication in proportion to their professional contributions. Major contributions of a professional character made by several persons to a common project are recognized by joint authorship, with the individual who made the principle contribution listed first. Minor contributions of a professional character and extensive clerical or similar nonprofessional assistance may be acknowledged in footnotes or in an introductory statement. Acknowledgment through specific citations is made for unpublished as well as published material that has directly influenced the research or writing. Psychologists who compile and edit material of others for publication publish the material in the name of the originating group, if appropriate, with their own name appearing as chairperson or editor. All contributors are to be acknowledged and named," page xxxiii.

B. Authorship Guidelines for Dissertation Supervision, American Psychological Association, February 1983.

"The Ethics Committee was asked for authorship guidelines for dissertation supervision. The following were agreed upon by the committee:

1. Only second authorship is acceptable for the dissertation supervisor.

2. Second authorship may be considered obligatory if the supervisor designates the primary variables or makes major interpretative contributions or provides the data base.

3. Second authorship is a courtesy if the supervisor designates the general area of concern or is substantially involved in the development of the design and measurement procedures or substantially contributes to the write up of the published report.

4. Second authorship is not acceptable if the supervisor only provides encouragement, physical facilities, financial support, critiques or editorial contributions.

5. In all instances, agreements should be reviewed before the writing for publication is undertaken and at the time of submission. If disagreements arise they should be resolved by a third party using these guidelines." (Drafted by Wilse B. Webb, Ph.D.)

C. American Sociological Association Code of Ethics, revised 1984.

"Questions of Authorship and Acknowledgment

1. Sociologists must acknowledge all persons who contributed significantly to the research and publication processes.

2. Claims and ordering of authorship must accurately reflect the contributions of all main participants in the research and writing process, including students.

3. Material taken verbatim from another person's published or unpublished work must be explicitly identified and referenced to its author. Borrowed ideas or data, even if not quoted, must be explicitly acknowledged," page 4.