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School of Social Work

Mission Statement

Our vision is to advance a just and compassionate society that promotes health and well-being and the empowerment of all oppressed groups, especially those affected by racial, social, and economic inequities.

Our mission is to develop dynamic and diverse social work practitioners, leaders, and scholars through rigorous teaching, innovative research, and transformative community engagement.

Our commitments are to:

• Develop visionary social work practitioners who use effective clinical, community, and policy methods to enhance strengths in urban and other contexts
• Promote equity, especially in the area of health, through high-impact prevention and intervention research and scholarship, characterized by trans-disciplinary and inter-professional collaborations
• Advance graduate social work education through innovative instructional methods and promotion of life-long learning
• Further social justice through local, national, and global partnerships and service that value community capacities and expertise.

_Bending the arc toward social justice_
PhD Program in Social Work

Objectives

Originating from the Interdisciplinary PhD Program in Sociology and Social Work established at Boston University in 1981, the Doctoral Program in Social Work at Boston University prepares the next generation of social work and social welfare scholars and leaders to address the complex social challenges of the 21st century.

Building upon the School’s robust commitment to social justice and empowerment of historically marginalized and vulnerable populations, the program provides students with rigorous training in the theory, methods, and values of the social work profession necessary to solve urgent human and societal problems in the academy, as well as the practice and policy arenas.

Learning Goals

Encompassing rigorous research methods, clinical and policy practice knowledge, and teaching pedagogy and practice, the PhD Program offers a rich educational foundation for future social work leaders.

The Core Social Work Knowledge sequence demonstrates mastery of core social work knowledge, including history, ethics, and social justice; and ability to discuss the urgent social issues and controversies within the contemporary social work profession. Student assessment includes:

- Completion of core social work courses
- Faculty advisor evaluation (annual)
- Successful completion of the Qualifying Examination

The Interdisciplinary Specialization develops and defines a strategic interdisciplinary area of inquiry organized around a significant social problem or population. Student assessment includes:

- Development of specialization statement and program plan
- Completion of specialization courses, including one theory and one methods course
- Successful completion of the Qualifying Examination

The Research Excellence sequence demonstrates the ability to conduct rigorous applied scholarship in an ethical manner and make significant original contributions to a body of knowledge. Student assessment includes:

- Dissertation prospectus
- Dissertation defense
• Student presentations at peer-reviewed conferences
• Student authorship of peer-reviewed scholarly articles
• Awards

The foundation in Teaching Excellence develops an individual teaching philosophy and demonstrate ability in social work instruction. Student assessment includes:
• Completion of teaching sequence
• Teaching evaluations from traditional classroom and on-line courses
• Faculty observation of teaching
• Development of core syllabus in a foundational area of social work
• Teaching statement
• Teaching awards

Degree Requirements

The PhD program is a full-time course of study. To enable significant development of student competency in social work theory and research methods, a substantive interdisciplinary specialization, teaching, and professional values and ethics, the Program requires core coursework of 63 credit hours to be completed in four semesters (two years) of full-time study. This Plan of study includes 16 credit hours in core social work courses, 19 credit hours in mixed research methods courses, 8 credit hours in advanced research methods electives, a Teaching Excellence Sequence of 8 credit hours in teaching methods and training, and 12 credit hours in an interdisciplinary specialization.

Core Social Work Courses 16 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>SSW WP 901</td>
<td>Social Justice, Values and the Social Work Profession</td>
<td>4</td>
</tr>
<tr>
<td>SSW KC 902</td>
<td>Proseminar in Social Work</td>
<td>0</td>
</tr>
<tr>
<td>SSW WP 903</td>
<td>Perspectives on Social Welfare Policy</td>
<td>4</td>
</tr>
<tr>
<td>SSW SW 905</td>
<td>Contemporary Social Problems: A Social Work Perspective</td>
<td>4</td>
</tr>
<tr>
<td>SSW SR 910</td>
<td>Doctoral Dissertation Seminar</td>
<td>4</td>
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Methods Research Courses 19 credits

Mixed research methods courses incorporate quantitative and qualitative approaches.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRS SO 702</td>
<td>Proseminar: Sociological Methods</td>
<td>4</td>
</tr>
<tr>
<td>Quantitative Sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPH BS 704</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>SPH BS 723</td>
<td>Introduction to Statistical Computing</td>
<td>4</td>
</tr>
</tbody>
</table>

Qualitative Sequence
**Elective Advanced Research Courses**  
8 credits

To strengthen and deepen research skills, students are required to take two (2) courses (8 credit hours) in advanced research methods relevant to their area of specialization. Advanced course topics include analytic approaches for diverse research designs and data types as well as measurement and application of analytic software tools. Emphasizing an interdisciplinary perspective, a significant number of the research courses are taken in other departments such as the School of Public Health, Psychology, Sociology, Economics, Education, and Political Science. Students may wish to consult a list of Advanced Elective Courses (see Appendix D) to identify course options that align with their research interest.

**Research Practicum**  
0 credits

Research training in social work is best supported by intensive, hands-on involvement in ongoing faculty research. For this reason, the Program believes that doctoral students are best served by early and structured participation on an established research team with strong faculty mentorship.

**Interdisciplinary Specialization**  
12 credits

Students are required to take 3 courses (12 credit hours) in their chosen area of specialization. The specialization should be developed by the student in collaboration with their faculty advisor and approved by the doctoral program director.

Students must complete their specialized study organized around a population (i.e., children, immigrants and refugees, older adults) and/or a social problem/issue (i.e., poverty, housing, addictions, trauma, health disparities). Four credits of the specialization must be taken in a theory course.

Students have considerable flexibility with respect to electives, however it is expected that all electives include content and assignments appropriate for doctoral study. Students may wish to consult a list of Advanced Elective Courses (see Appendix D) to identify course options that align with their research interest. Students should discuss selected electives with their advisor and the program director. Electives must be approved by both the advisor and doctoral program director.
Teaching Excellence Sequence  

The teaching sequence is designed to prepare future social work scholars for teaching excellence. A structured and sequential set of teaching experiences to support each student’s individual developmental trajectory as a social work educator has been implemented. Students begin with a 4-credit course to introduce both practical and pedagogical aspects of social work teaching. Concurrently, students participate in a supported teaching practicum based on their research interest. Advanced doctoral students are then expected to complete a minimum of two semesters of teaching master’s level social work students. Doctoral students are provided with the opportunity to serve as the independent instructor of record for a traditional on-campus course, and as a course facilitator (or section instructor) for one course in the on-line MSW program. With this set of teaching experiences, doctoral students will gain competency in at least two teaching modalities (OLP and Brick and Mortar) and will be well-prepared to enter academic positions in Social Work.

Taken concurrently (Spring Term):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SSW SW 908</td>
<td>Teaching Seminar</td>
<td>4</td>
</tr>
<tr>
<td>SSW SW 909</td>
<td>Teaching Practicum</td>
<td>4</td>
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</table>

Guidelines for the Teaching Practicum

Students must complete a teaching practicum with an instructor of record for a traditional in-person MSW classroom course. With approval from the doctoral committee and relevant departments, course assignments are made according to the needs and interests of the student, faculty advisors, and course instructors. Faculty also may request a Teaching Practicum student.

Expectations of Student

As agreed upon by the student and faculty mentor, the student is expected to do the following:

- Attend all classroom sessions
- Develop and deliver lecture/discussion materials as agreed upon by both the student and faculty member
- Take a lead role in two or more classroom activities or presentations
- Contribute to grading activities

Faculty Mentor Role

Faculty members who agree to ‘host’ a Teaching Practicum student in their course are expected to:

- Meet with the student to develop a learning plan for the course
- Provide mentoring related to development and delivery of lecture and discussion materials
- Offer instruction and feedback on teaching techniques in a supportive manner
- Provide oversight and instruction related to grading tasks
**Evaluation**
The Teaching Practicum is graded as Pass/Fail, with grades submitted by the faculty mentor at the end of the grading period. Over the course of the practicum, students engage in self-evaluation and receive instruction and feedback from their teaching mentor. In addition, faculty provides an assessment of the student’s readiness to become an independent classroom instructor of record.

**Teaching Requirements**
Students will teach as the Instructor of Record in a traditional classroom setting on-campus and also as an On-Line Facilitator or Instructor. These teaching requirements must be completed during the third, forth, and fifth years in the Program.

*Instructor of Record Traditional Classroom (Years 3-5)*
Each student will work with the program director in collaboration with department chairs to determine an appropriate MSW course for independent instruction. Courses in the foundation curriculum will be appropriate for most students, although those with prior teaching experience may be well-prepared for independent teaching of advanced courses and electives. Per requirement of the MSW accrediting body, students who wish to teach independently within the clinical practice department must meet licensure and post-master’s clinical experience and supervision requirements. Students will continue to work with a teaching mentor who will provide consultation and support throughout the semester. For MSW foundation courses and required sequences, students are expected to participate in departmental and/or course meetings held by conveners as appropriate.

*On-Line Facilitator or Instructor (Years 3-5)*
SSW is committed to providing cutting-edge training in on-line instruction for all doctoral students. We believe online teaching skills are necessary for today’s current academic market and tenure-line positions. Each student will be assigned to a graduate level course offered through the BUSSW on-line MSW degree program. Students, in consultation with the advisor, will work directly with the Assistant Dean for the Online MSW program (OLP) and the relevant MSW department chairs to determine appropriate OLP course assignment. The OLP curriculum is currently offered in 7-week courses. Training and preparation for on-line facilitation includes a comprehensive orientation to the on-line campus environment, technical training, and ongoing technical assistance. Facilitators are required to participate in weekly teleconference meetings with the teaching team for each course, facilitate live classroom sessions, support discussion boards and other on-line student communication, and hold regular virtual office hours.
Independent Study

Student requests to complete an independent study course with a faculty member will be reviewed by the doctoral committee. Given the breadth of courses both across BU and throughout the Consortium, requests must include a compelling rationale for pursuing an independent study with an SSW faculty member.

Formal requests should be submitted to the doctoral program staff coordinator and must address the following questions:

1. What is the subject matter expertise or methodology to be mastered through the independent study?
2. What courses within BU and the Consortium might also meet this need?
3. How will the independent study advance the student’s training?
4. What are the products to be completed over the course of the independent study?
5. Students should generate a proposed reading list to be reviewed with the request.

The independent study contract must be approved by the Doctoral Program Director prior to registration.

Qualifying Exam

After completion of all required coursework and electives, students are required to take a qualifying exam, prior to beginning their independent scholarly work.

Students are eligible to take the Qualifying Examination within six months of their fourth semester of coursework. The Qualifying Examination is a take home exam intended to assess students’ ability to conduct independent social work research and thus begin work on the dissertation. Accordingly, the exam focuses on core social work knowledge and theory, social justice and ethics, research methods, and a student’s area of specialization.

The Written Examination is graded Honors, High Pass, Pass, Fail. A student who fails the Qualifying Exam may take it again within three months after the first attempt. If the student fails the exam a second time, the Director and Doctoral Program Advisory Committee will review the total record of the student and decide whether to recommend termination of the student from the program.

PhD Candidacy

Upon successful completion of the Qualifying Examination, a student is accepted to PhD candidacy. The maximum period allowable between matriculation and acceptance to PhD candidacy is 4 years. Once in PhD candidacy, students have 3 years to complete the dissertation requirements successfully; this period can be extended only if approved by the doctoral committee, program director and Dean of the School of Social Work.
Dissertation

Doctoral candidates are required to demonstrate their ability to conduct independent and original research through the dissertation project. The dissertation may take the form of a traditional monograph or a three-paper format. The three-paper format is described in detail at the end of this section.

Upon completion of coursework and all other pre-dissertation requirements, students must develop a prospectus in which the dissertation research is described. Students should work with their advisor/s and the program director to identify an interdisciplinary committee of 5 faculty members, at least 2 of whom must be SSW tenure-line faculty, with additional readers from the student’s area of specialization. Approval of the dissertation proposal is obtained through a prospectus defense before the full committee.

Candidates, upon completion of the dissertation, present themselves for a final oral examination before the full committee.

Dissertation Committee

Forming a Dissertation Committee

PhD dissertation examination committees must meet the following criteria:

- Consist of at least five members (including the Chair)
- At least two members including the chair and first reader must be faculty members from the student’s graduate program or department.

  - **First Reader**: provides primary support for the student’s research, advises student about writing dissertation, and advises on administrative matters. First Reader assumes leadership in guiding student and maintaining standards of research performance and writing, provides explicit and timely feedback, and helps resolve substantive differences of opinion reflected in comments from various committee members to the student.

  - **Second, Third, and Fourth Readers**: students should engage committee members with varying types of expertise in content area, theory, and method. Second, third and fourth readers are available to advise the student throughout dissertation research. Student is responsible for maintaining contact with committee members and informing them of progress toward completion of dissertation. Students are advised to engage committee members as mentors.

  - **The Chair**: serves an administrative function at the dissertation defense, rather than a substantive role in guiding the dissertation process. A member of the School of Social Work faculty other than a reader will chair the examination. The Chair is appointed by the program director in consultation with the student. The role of the
Chair is to convene the Dissertation Oral Examination (defense), ensure fair and adequate process, and convey defense results to the candidate, including any necessary revisions. The Chair is responsible for obtaining and completing exam forms at defense, obtaining all signatures, and returning completed forms to the program director. The student brings the “signature page” to dissertation defense.

The student should contact the Program Coordinator for an example of the title page and Prospectus Approval form.

c. At least 3 members must be Boston University professorial faculty.

d. At least one committee member should have expertise in the dissertation topic.

e. In the event that a committee member is unable to continue to serve, the program director may replace him or her with a new member.

While the students select the make-up of their committee, final authority to approve membership to a PhD candidates’ dissertation committee rests with the program director. PhD candidates can notify the program of their dissertation committee membership by completing the online Dissertation Committee form at http://www.bu.edu/ssw/students/current-phd-students/dissertation-committee/.

If the PhD candidate wishes to nominate a member without a Boston University faculty appointment, a Special Service Appointment is required. Special Service Appointments are for committee members without a Boston University faculty appointment and for the exceptional case of a committee member from Boston University without a professorial rank. The primary criterion for approving a Special Service Appointment is that the person is an active scholar/researcher in the discipline as demonstrated by their publication record.

PhD candidates can request a Special Service Appointment by completing the online Dissertation Committee form and include all of the following:

- The nominee’s name
- Affiliated institution
- Position
- Upload the nominee’s curriculum vitae

After submission, the program director will review appointments to the dissertation committee.

**Dissertation Prospectus**

Upon forming the committee, students complete the dissertation prospectus. The dissertation prospectus must not exceed 20 double-spaced pages using a standard font size. The focus of the prospectus should be primarily the problem definition and significance, the theoretical framework, and methods. A title page and one-page abstract should also be included.

Topics to be covered in the prospectus include:
a. Significance of the research problem;
b. Conceptual and theoretical framework including a brief literature review;
c. Design of the study, methods and procedures;
d. Estimated timetable for completion of the study;
e. A selected bibliography citing references from relevant literature

Prospectus Oral Examination

Upon completion of Dissertation Prospectus, the student will distribute the document to all members of Dissertation Committee. With permission from the committee members, the student will conduct an oral defense of the prospectus. If revisions are required, students are expected to submit a revised version within the timeframe determined by the committee. Once the dissertation prospectus has been approved, students should:

1. Obtain a dissertation outline approval page from the program director
2. Fill out the form and obtain signatures from readers
3. Attach completed form to dissertation prospectus and submit a copy to the doctoral program staff coordinator

And prior to beginning dissertation research:

4. If involving human subjects in research – submit a protocol to the Institutional Review Board (IRB)
5. Schedule an appointment with the program director to review academic record and ensure that all program requirements have been completed. A time frame for completing the dissertation should be established.

Dissertation Research, Analysis and Writing

With prospectus and IRB protocol approved, the student may engage fully in dissertation research. The dissertation committee’s approval of the prospectus commits the student to the topic and research plan, subject to changes made necessary by field situations, problems of data collection, subject matter, and other contingencies that develop during the actual research process. If any changes to the plan are required, the student must inform the committee and obtain their approval. While completing research, the student is advised to maintain frequent communication with committee members.

Dissertation Oral Examination

After completion of research and a written product has been drafted and approved by readers as ready for defense, the final oral examination is scheduled. The chair should contact committee members to determine agreement that the dissertation is ready for defense, and then work with the student to schedule a meeting. The student is not eligible to submit the dissertation for final examination until completion of all other Ph.D. requirements are on record with the School of Social Work. The final examination is expected to be held within 5 years after entrance into the doctoral program.
Students are responsible for several procedures in preparation for scheduling the defense:

a. A Dissertation Abstract Form must be submitted to the program director/doctoral committee review with one copy of the dissertation abstract (350 word maximum), which has been approved by the major advisor and signed by the program director. This must be received at least three weeks in advance of defense.

b. Finalize the exact date and time of examination with the program coordinator and reserve a room for the examination – contact the program coordinator who will assist students with this process.

c. Obtain the final oral examination schedule from the program director/ program coordinator and complete it as directed

d. Obtain the signature of the chair and submit the final oral examination schedule to the School of Social Work along with a copy of the approved abstract. This must be done at least two weeks prior to defense, but should not be completed before the student has been notified of abstract approval.

e. Provide the program director/program coordinator with a copy of the completed final oral examination schedule and abstract.

In order to receive the degree at Commencement in May, the final oral examination must be held and the dissertation submitted to the School of Social Work by the middle of April.

**The student should consult the School of Social Work for deadlines for completing graduation requirements as these dates change annually.**

The student must be registered in the University and must pay appropriate tuition and fees in the semester preceding the examination and the semester in which the degree requirements are completed.

Notification of the examination will be circulated to all faculty members and PhD students in the School of Social Work. The student may invite additional people to observe, but not participate, in the final oral examination. The final dissertation oral examination is open to all Boston University faculty members and Ph.D. students.

The student must “defend the dissertation as a worthy contribution to knowledge in its field and demonstrate mastery of the field of specialization as it is related to the dissertation.” If the final defense is not approved the examiners will notify Ph.D. Program Director. At some defenses, the student is passed contingent on minor changes to the final dissertation. It is then the First Reader’s responsibility to ensure that the student makes the changes that are agreed on by the committee members prior to submitting the final copy of their dissertation. Approval of the defense by the examining committee is
followed by the committee’s recommendation to the officers and trustees of Boston University to award the Ph.D. degree.

Monograph and Three Paper Dissertation Options

A student may elect to write three interrelated publishable papers for his or her dissertation. This format will comprise of three papers in academic-journal format, with an introduction placing the works in context and setting the conceptual and theoretical frame for research. In addition, a conclusion that critically analyzes the contribution of the research to the academic literature and the profession, is required. The papers must be viewed by the dissertation committee as publishable, and ready for submission to a peer-reviewed journal. Students who elect this option must also meet all Boston University requirements for the dissertation proposal, the dissertation process and the dissertation defense.

With guidance from and approval of the student’s dissertation committee, students elect either the monograph or three-paper dissertation option at the start of the dissertation process.

The proposal for three-paper dissertation must include:

- The general research topic that will be explored across the three papers, a rationale for the importance of the investigation(s), and a critical analysis of the key literature in the field, including strengths, limitations and gaps in the theoretical and/or empirical literature.
- The overarching research design and methods, data source(s) and analytic approaches the student plans to use.
- For each paper, the key research questions/hypotheses to be explored, the proposed analytic approach, and the name of the targeted journal.
- A summative conclusion addressing the unique contribution of each paper as well as how the three papers are substantively and methodologically linked.
- A discussion of the potential implications or contributions of the research for practice and policy, theory development and/or future research.

The three papers must be related to one another in addressing an overarching research question and must report on original research or theoretical analysis, rather than provide descriptive information such as a literature review. Each paper must also contain the information that would allow it to be read independently as a stand-alone paper, including its own methods section and references. In addition, each paper should include a separate literature review focused on the specific question addressed in that paper; the three literature reviews will thus vary. An introduction and conclusion for the entire body of work is required. Like the monograph form, the three-paper dissertation should be formatted in one style. Each paper can later be formatted in the style required by the specified journals.
Students will serve as lead author for each of the three papers. Faculty contributions should be acknowledged as appropriate to their contribution to each paper. Students may submit one or more of the three papers for publication prior to the defense with prior approval from all committee members.

The PhD program director will work with the student to resolve any possible authorship or conflict of interest issues. Students and/or faculty may appeal the proposed resolution to the doctoral committee.

The student will be expected to defend the three-paper dissertation following the same process as the single document dissertation. The committee will approve the dissertation if the group determines that the three papers are reasonably expected to be publishable.

**Advising**

Advisors and Advisees Expectations

The program director and doctoral committee will identify a tenured or tenure track faculty advisor for each student as soon as the student is accepted into the program. Students are thus assigned a faculty advisor upon program matriculation. However, we recognize that student interests often shift over time. As such, in consultation with the program director, students may change their primary advisor.

Throughout the student’s doctoral education, it is expected that they have a primary faculty advisor. Students are encouraged to cultivate relationships, with faculty who serve as teaching mentors, research project supervisors and prospective committee members. It is expected, however, that the primary faculty advisor will serve a pivotal role and will be actively engaged in mentoring the student.

Faculty Advisors are expected to:

- Provide information about educational options, requirements, policies, and procedures.
- Help students plan educational programs consistent with the requirements of their degree program and with their own goals and interests.
- Assist students in the continual monitoring and evaluation of their educational progress.
- Help students to locate and integrate University resources as needed.
- Advise students about steps of the dissertation process, including: developing the proposal, identifying funding sources, the composition of the dissertation committee, the form of the dissertation, etc.
- Mentor students about the job search process.

**Annual Evaluations**

Annual evaluations of each doctoral student are helpful tools in maintaining a productive advisor/advisee relationship. To that end, the advisor and student are asked to complete end-of-the-year written surveys/evaluations of activities and accomplishments undertaken during the year. These year-end advising summaries are intended to foster planning discussions that help the student to successfully complete each stage of the program, to identify student accomplishments, and to resolve concerns or problems that may have arisen during the year.
Subject to the Progress Report, continued funding is contingent upon doctoral students making satisfactory progress in the Program by completing requirements and meeting benchmarks within the prescribed timetable (see Appendix).

**Student Responsibility**

For their part, students are also expected to demonstrate specific behaviors to help promote an effective advisor/advisee relationship. Advisees are expected to:

- Be informed about the requirements of the program and select courses accordingly.
- Monitor progress towards graduation.
- Consult the advisor with appropriate questions and concerns.
- Be prepared for all meetings.
- Take initiative in finding answers to questions and planning their professional careers.

**Registration and Student Status**

**Residency Requirement**

Students are expected to complete a minimum of four consecutive regular semesters of full-time graduate study at Boston University. Full-time study in this context is full-time commitment to the discipline as determined by the department. Doctoral students holding appointments as teaching fellows or research assistants are considered full-time students for purposes of the residency requirement, provided that the time beyond that required by their appointments is devoted fully to their graduate program. In order to graduate, students must be registered part or full time in the semester or summer term in which they complete degree requirements, as well as in the preceding semester.

**Registration and Enrollment**

**Full-Time Status**

A student enrolled in three to four-and-a-half courses (12 to 18 credits) are considered full-time and will be charged full tuition plus a student service fee, a health service fee and the BASIC medical insurance fee.

**Continuing Study, Full-Time Status**

Ph.D. candidates who have completed all departmental course requirements must register each subsequent regular semester for continuing student status until all requirements for the degree have been completed. Payment of the Continuing Student Fee each semester entitles the student to use of the libraries, research laboratories, academic staff, and other academic
facilities of the University for the purpose of completing such requirements as examinations, research, and thesis or dissertation work.

Continuing students who are Ph.D. candidates are entitled to officially audit one course each semester without further tuition charge and may register for less than one 4-credit course. Language and physical education courses, studio courses, and lab courses may not be audited.

**Certified Full-Time**

Students who are enrolled in less than 12 credits, but otherwise engaged in full-time progress toward the degree.

**Boston Area Consortia, Cross-Registration**

Graduate students are able to take a limited number of graduate courses at other local universities, including Boston College, Brandeis University, and Tufts University. During a given academic year, a student is permitted to cross-register for one course. Prior to enrolling, students must receive advisor approval, notify the Program, and complete the Cross Registration Petition form. Please contact the Program coordinator for more information.

**Leave of Absence or Withdrawal from School**

UNDER CONSTRUCTION

See the Program Coordinator/SSW Registrar for the form and to process.

**Boston University Student Rights and Responsibilities**

All students enrolled at Boston University are expected to comply with the full Code of Student Responsibilities. An abstracted code is placed in all incoming students’ orientation packets, and additional copies are available from the University’s Office of Student Services.

As stated in Article II of the code: "The legitimate expectation of all students is that the University will provide an environment in which they may study, learn, work, and live without unwarranted interference from others."

The Appendix to the Code enumerates specific violations of student responsibilities for which all students will be held accountable:

1. Conduct in subversion of academic standards, such as cheating on examinations; plagiarism in the preparation of written work or assignments; misrepresentation or falsification of data; theft of examinations; alteration, theft, or destruction of the academic work of other students;
alteration, theft, or destruction of academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.

2. The making of false statements, theft, destruction, alteration, or unauthorized possession or use of materials related to University documents including forging, transferring, altering, or otherwise misusing any student fee card, identification card, or other document or record.

3. Obstruction or disruption of classes, research projects, or other activities or programs of the University or obstruction of access to University property, equipment, or keys.

4. Unauthorized presence in University premises, facilities, or University property; unauthorized use or possession of University property, equipment, or keys.

5. Conduct in violation of University rules, regulations, and standards as established for the University, the Schools, Colleges, and programs of the University, University facilities, and the residence halls.

6. Physical or verbal abuse or assault or the threat of assault of another person.

7. Sexual abuse or harassment of others.

8. Hazing.

9. Theft, vandalism, damage, destruction, or defacement of University property or the property of others.

10. Behavior that endangers the safety of oneself or others, including but not limited to possession and/or use of firearms, fireworks, dangerous weapons, or hazardous chemicals except where expressly permitted under conditions approved by the University; illegal, unsafe, or improper use of a motor vehicle, motorcycle, motorized bicycle, or bicycle.

11. Possession, use, sale, or transfer of drugs or narcotics without medical authorization.

12. False reporting of an emergency, including false reporting of bombs, fires, or other emergencies on University property or premises.

13. Failure to identify oneself upon the request of an appropriate University official or security officer or failure to leave University premises upon such request. Identification may be required as a condition of entering or remaining upon University premises or for the security of the University community.

14. Making excessive noise by any means, including but not limited to the use of sound reproduction equipment.

15. Failure to notify the University of change of address or failure to have current address on file with the University.
16. Conduct in violation of public law occurring within the University or occurring outside the University when that conduct affects the interests of the University or the standards of the University community.

17. Violation of University policy and rules and/or the laws of the Commonwealth

Sexual Misconduct/Title IX Policy

Boston University is committed to the principle that no employee, student, or applicant for employment or admission should be subject to sexual harassment. The University strives to provide workplaces and learning environments that promote equal opportunity and are free from illegal discriminatory practices, including sexual harassment.

Sexual harassment is a violation of federal and state laws and University policy, as is retaliation against any individual who in good faith files a complaint of sexual harassment or retaliation, Boston University will undertake a fair and thorough investigation, with due regard for the rights of all parties. Every reasonable effort will be made to protect the confidentiality of the parties during the investigation. After an investigation, any person who is found to have sexually harassed or retaliated against another will be subject to discipline, up to and including termination of employment and, if a student, expulsion from Boston University.

Definition of Sexual Harassment

Sexual harassment is defined as sexual advances, requests for sexual favors, and any other verbal or physical contact of a sexual nature, whether intentional or unintentional, where:

- an individual’s submission to or rejection of the conduct is made, either explicitly or the conduct implicitly, a term or condition of employment or of status in a course, program or activity, or is used as a basis for an employment or academic decision; or,

- has the purpose or effect of unreasonably interfering with an individual’s work performance, academic performance, or educational experience, or of creating an intimidating, hostile humiliating or offensive working, educational or living environment.

Examples of Conduct Which May Constitute Sexual Harassment

It is not possible to list all circumstances that might constitute sexual harassment. It encompasses any sexually related conduct which causes others discomfort, embarrassment, or humiliation, and any harassing conduct, sexually related or otherwise, directed toward an individual because of an individual’s sex. Such conduct is subject to this policy whenever it occurs in a context related to the employment or academic environments, or if it is imposed upon an individual by virtue of an employment or academic relationship.
A determination of whether conduct constitutes sexual harassment is dependent upon the totality of the circumstances, including the pervasiveness or severity of the conduct. The *Massachusetts Commission Against Discrimination* lists the following as examples of conduct that may constitute sexual harassment:

- Unwelcome sexual advances, whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one’s sex life;
- Comment on an individual’s body, comment about an individual’s sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures or cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, or suggestive or insulting comments;
- Inquiries into one’s sexual experiences; and
- Discussion of one’s sexual activities.

As a university, Boston University, its employees and students also must be aware of the need for freedom of inquiry and openness of discussion in its educational and research programs, and must strive to create and maintain an atmosphere of intellectual seriousness and mutual tolerance in which these essential features of academic life can thrive. No university can or should guarantee that every idea expressed in its classroom laboratories will be inoffensive to all; pursued seriously, education and scholarship necessarily entail raising questions about received opinion and conventional interpretations. Boston University does guarantee, however, that credible accusations of inappropriate sexual remarks or actions will be investigated promptly, thoroughly, and fairly.

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**Sexual Harassment Procedure**

Should any student have a question, wish to discuss an issue, or wish to file a complaint, the Boston University School of Social Work procedure on sexual harassment is as follows. For concerns regarding interactions in the classroom or in the BUSSW environment, students may contact the University’s Equal Opportunity Officer, at (617) 353-9286. Please refer to the *Sexual Harassment Complaint Procedure* for a description of the investigation process.

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**Policy Regarding Academic Misconduct**

Suspicion of plagiarism or other forms of academic misconduct are cause for a review of the student's overall performance and readiness for a professional career. Papers and presentations in the School of Social Work must meet standards of academic honesty and integrity, avoiding any possibility of plagiarism, or other forms of academic misconduct. *All incoming students are required to complete an online Academic Honesty Tutorial and sign an Academic Honesty Statement prior to beginning classes.* Information will be sent to students prior to fall orientation.
**Plagiarism**

*Plagiarism* is the act of representing someone else’s creative and/or academic work as one’s own whether in full or in part. It can be an act of commission, in which one intentionally appropriates the words, pictures, or ideas of another; or it can be an act of omission, in which one fails to acknowledge/document/give credit to the source, creator, and/or the copyright owners of those words, pictures, or ideas. Any fabrication (i.e., making up) of materials, quotes, or sources other than that created in a work of fiction, is also plagiarism.

*Plagiarism* also includes, but is not limited to, activities such as:

- Copying or substantially restating the work of another person or persons on any examination, assigned paper, or any other oral or written work without citing the appropriate source, including books, journal articles, magazines or newspaper stories, published or unpublished papers or reports or web site sources

- Using work done by another student without permission, or without acknowledging his or her contributions in the introduction, endnotes, references, or the like

- Copying material word for word without using quotation marks or without citing the real source of that material

- Translating a source directly from another language into English and using it as though the content originated with the student

- Hiring a ghost writer or purchasing a paper and submitting it as one’s own original work

- Presenting collaborative work as one’s own without acknowledging others’ contributions, whether in a course where the work will be graded individually, or in another forum (e.g., professional conference) where only one person’s work will be credited.

**Other Forms of Academic Misconduct:**

- Attempting to bias an instructor’s grading

- Pressuring or manipulating others in order to secure and use their work

- Altering graded examinations or grades

- Submitting the same paper or other work in more than one course without the written consent of the instructors involved

- Authoring a paper for someone else who will present that paper as his/her own creation

- Citing authorities that do not exist, or describing events, research, relationships, or work that never took place
• Making false statements regarding misconduct or attributing one’s own misconduct wholly to others

• Altering or destroying another student’s work or records, or sabotaging another student’s project, disk files, or the like

• Stealing academic materials from libraries, school-related agencies, or from student mail files or computers

• Misrepresenting or falsifying data

• Copying from another student’s exam

• Giving another student answers during an exam

• Taking an examination for someone else, or getting another person to take an examination in one’s place

• Stealing an examination

• Studying a pirated copy of an examination before taking that examination or a make-up of that examination

• Giving test questions to a student in another class

Responsibility of Instructors and Students

It is the instructor’s responsibility to:

• Present a course description and outline

• Provide a statement of course objectives and relationship of course material to social work competencies and the overall social work curriculum

• Describe the learning experiences designed to achieve stated course objectives and competencies, including assignments

• Present expectations for performance including attendance, class participation, and written assignments (including documentation and confidentiality)

• Grade students, after articulating grading standards

• Clarify policy on late papers and grades of Incomplete

• In the event an instructor cancels a class, she/he should make arrangements for a substitute teacher, rescheduling of the class or other means of covering missed course content. Rescheduling should be negotiated with the students. Off-Campus Programs classes must be made up on the designated weekends according to the Off-Campus Programs calendar.
It is the **student's responsibility** to:
- Abide by the BUSSW's academic and behavioral standards and policies
- Complete course work assignments and readings on dates due
- Submit written assignments which are grammatically correct, spelled properly and in APA editorial style
- Contribute to activities of the course
- Participate in a meaningful way
- Attend all class sessions and inform instructor in advance of any absences. (Failure to attend class sessions may have a negative effect on the student’s course grade.)

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**Behavioral Standards for Social Work PhD Students**

Becoming a social worker involves acquiring knowledge and skills as well as demonstrating attitudes and values that are congruent with professional standards. Attention to these standards will be paid by faculty responsible for evaluating students’ classroom performance, by faculty members, researchers, practitioners who are involved in mentoring and instructing research and teaching activities of the students, and by administrators and others with whom the students interact within the School of Social Work community.

Social Work PhD students are expected to adhere to the following standards in the classroom, field, and within the larger Boston University School of Social Work community:

- **Behavior**: in interactions with faculty, administrators, staff, agency personnel, clients/consumers, and other students, act in accordance with the mission of the Boston University School of Social Work, and the goals and standards of social work as outlined here, in the NASW Code of Ethics [NASW Code of Ethics](#) (e.g., commitment to social and economic justice, client self-determination, integrity, human dignity and human diversity), and the Boston University [Code of Student Responsibilities](#).

- **Self-awareness**: openness to new ideas, differing opinions and feedback from others and integration of these into professional and student roles and performance; an understanding of the effect of one’s statements and behaviors on others; the ability to modulate one’s behavior to promote a productive professional environment and appropriate relationships; a willingness to examine one’s beliefs, values and assumptions and change one’s behavior to ensure ethical professional practice

- **Academic**: critical evaluation and application of knowledge and research findings to professional performance; classroom participation that promotes academic freedom, complies with respectful classroom behavior, complies with instructor’s directives; and allows for course instruction and participation of all students
• **Interpersonal**: interpersonal skills needed to relate effectively to students, faculty, school personnel, agency staff, clients and other professionals; these include compassion, empathy, integrity, respect and consideration, reliability and responsibility for one’s own behavior

• **Self-care**: the ability to engage in appropriate self-care, and seek resources and/or treatment for medical and personal problems that interfere with academic and professional performance

Appropriate use of existing channels of communication: (e.g., faculty advisor, classroom instructors, the doctoral program director, Department Chairs, and Boston University School of Social Work administrators) and procedures for addressing problems and concerns at the School of Social Work as outlined in this handbook.

Failure to act in accordance with these standards may result in suspension or termination from Boston University School of Social Work. In addition to any sanction imposed by the University’s Dean of Students, a student who has been found guilty by the University’s Dean of Students for a violation of the University Code of Student Responsibilities is subject to suspension or termination by the Boston University School of Social Work Dean following the procedures of the Boston University School of Social Work Status Review. If in the judgment of the Boston University School of Social Work Doctoral Committee, interim steps are appropriate, pending the determination of a matter by Status Review, the Dean may impose such interim conditions, which may include an interim suspension from courses and/or field placement.

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**Written Assignments: Style and References**

Papers written for graduate courses are expected to include references to relevant literature. The School expects reference use to comport with the standards set out in the *Publication Manual of the American Psychological Association 6th Edition* (2010). It is available at the Mugar Library reference desk. In addition, students can read BUSSW’s Summary of [APA Guidelines for Citations in Writing](#) and may consult with the School’s [Writing Fellow](#) for further support and help with writing and references.

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**Protecting Client Confidentiality**

Students are expected to protect client and agency confidentiality in all academic oral and written presentations and communications by altering or disguising client and agency names, locales, and potentially revealing demographics. For example, if a client is one of only two recipients nationwide of an experimental cardiac device making the news, the student will disguise the client by simply describing her as a local resident undergoing high-risk surgery. A mental health agency might be disguised as “Central Counseling,” or “Neighborhood Health.” To provide additional professional protection and respect to all clients, clients should not be discussed informally in public areas such as lounges, corridors, elevators, dining halls, restrooms, or in friendly conversation.
Collaboratively Developed Projects and Materials

e.g., Papers, Computer Analyses, Oral presentations, etc.

In classes in which collaborative group projects are required or encouraged, students may discuss course materials and resources together. However, any work product for which a student is to be graded individually must be completed individually. Any exception to this policy must be pre-approved in writing by the instructor, and a specific permission statement jointly signed and retained by both instructor and student.

The submission of the same paper in two different courses is only permitted when the instructors of both courses have reviewed in advance and approved in writing a student’s proposal for such a submission. The requirements for such a submission may be more rigorous in order to meet differing requirements of the instructors and courses involved.

Status Review

In a Doctoral Program Status Review, a decision is reached concerning the student's status in the PhD program. A Status Review will be initiated immediately if the possibility of plagiarism is involved, if a student receives an “F” in a required course, or if it appears that a student is or will be unable to meet the 3.0 GPA requirements in order to graduate. A Status Review may also be initiated immediately with an approved request to the Director of the Doctoral Program, if a student's behavior in the classroom, research or teaching role, or in the School's overall community environment appears to be in violation of the BUSSW Behavioral Standards for Social Work Students or the Boston University Code of Student Responsibility.

In addition, a Status Review may be requested after problem(s) have been identified in the advising process, research mentoring process, or teaching roles, and there has not been adequate progress or resolution. Deliberations involving a wider range of people, information, and ideas are then necessary, and the question of the student's ability to remain in school and function satisfactorily should be considered and answered. At this point the Status Review process shall be initiated.

Students referred to Status Review cannot continue in the program until a Status Review meeting has been convened and a decision reached by the Committee. Upon written request of the student to the Doctoral Program Director, permission may be granted for the student to continue in academic, teaching and research activities pending a decision by the Status Review Committee, subject to such conditions as the Doctoral Committee may impose.

1. The Status Review Committee shall consist of three (3) members of the Doctoral Committee and the Doctoral Director, one of whom shall serve as Chairperson, and two (2) students appointed by the Doctoral Director, one of whom will serve as student representative on the Committee and one who will serve as alternate student representative. In the event that neither of the student representatives is available to participate in the Status Review meeting, the Doctoral Director will appoint another student to serve as the representative for this proceeding, or the student may choose to waive student representation at the Status Review meeting. The student representative on the Status Review
Committee functions in the same roles as other Committee members, but does not participate in voting. The Doctoral Director does not have voting rights.

2. The Committee, acting as a whole, shall have the power to devise and promulgate operational guidelines for its functioning that are consistent with the policies described here.

3. The student's faculty advisor, research mentor, classroom instructor, or committee member is responsible for initiating the Status Review process.

4. The person initiating the Status Review shall ask the Doctoral Director to convene a Status Review process through a written letter/memorandum spelling out problem areas. Thereupon the Doctoral Program shall notify the student (through letter mailed "Return Receipt Requested," unless other arrangements have been discussed). The staff coordinator of the doctoral program will arrange a meeting time to include the student, doctoral committee, and other relevant others (i.e., student peer).

5. The Doctoral Program Director and Staff Coordinator will coordinate the gathering of relevant materials regarding the student’s situation and prepare a written notice with accompanying materials. This notice and materials will be sent to the student in advance of the meeting with copies sent to faculty members and student representatives of the Status Review Committee.

6. The Doctoral Program Director will arrange to meet individually with the student prior to convening the Status Review meeting to hear the student’s perspective on the problems which prompted the request for the Status Review and to answer any questions he or she should have regarding the process.

7. All communications, including electronic (email) communications, shall become a part of the official meeting record. Any ruling against the student with respect to the above options shall be a part of the written record.

8. In no case may the student's faculty advisor or other person initiating the process be part of the Committee deciding the matter under review. However, they may participate fully in the procedure up to the point of final decision-making.

9. The Committee and the student shall have in advance of its deliberations sufficient written material to illuminate the student's situation.

10. The Committee shall seek to maximize sharing of information and points of view within its deliberations in order to allow every participant full expression of views, and to consider all possible alternative courses of action. Careful regard will be given to confidentiality outside of the Committee. All members of the Committee will assess the situation from an objective stance on the basis of the information presented.

Once the presentation of information and discussion are complete, the Committee members deliberate in private and a final vote is taken. A majority vote will prevail. The decision shall be communicated in writing to the student, Faculty Advisor, and Dean. It is expected that the Committee will arrive at one of three possible decisions:
• The student has made satisfactory progress toward the resolution of problem(s) and is removed from the Status Review process.

• The student has not made satisfactory progress but there is a reasonable likelihood he/she can do so, if certain specified steps are taken (including leave of absence).

• The student has not demonstrated sufficient progress in meeting the requirements of the PhD program and is withdrawn from the School.

All decisions of the Committee will be considered final, subject only to the use of the Appeal Process by the student.

11. The student may appeal the decision of the Status Review Committee only on the following (2) grounds on which the appeal can be made:

   a. Violation of due process, or

   b. Significant new information pertinent to the student’s situation is available.

Such an appeal must be made in writing to the Dean no later than 14 calendar days following the student’s receipt of the Committee’s decision letter (sent to the student by e-mail and by hard copy). The Dean shall make all decisions about an appeal and shall engage in whatever activities are deemed necessary to implement such decisions. The Dean’s decision will normally be rendered within 30 calendar days of receipt of an appeal. If a decision is not possible within thirty days, the Dean shall inform the student of the status of the appeal.

The filing of an appeal will not stay the effect of the decision rendered by the Committee. The statement of appeal may request that the Dean stay the decision pending the outcome of the appeal. The reasons for such request should be set forth in the statement of appeal.
# PhD Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
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</table>

For more information on faculty and staff, such as research interests and classes taught, please visit:
[http://www.bu.edu/ssw/about/faculty/fulltime/](http://www.bu.edu/ssw/about/faculty/fulltime/)
Contact Information

Boston University School of Social Work
264 Bay State Road
Boston, Massachusetts 02215

Phone: 617-353-3750
Fax: 617-353-5612

SSW PhD Program

Ellen DeVoe, Program Director
Contact with questions re Plan of Study or Program
Room 246
(617) 353 – 7885 edevoe@bu.edu

Peg Tamiso, Coordinator
Contact with questions and/or to coordinate Program processes
Room 244
(617) 353 – 9675 mmtamiso@bu.edu

SSW Resources

Oldeta Shore, Financial Administrative Coordinator
For-service Stipend Payments
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Jennifer Warner, SSW Registrar
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(617) 358-0781 jarose@bu.edu
## Appendix A

### Program Plan

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<thead>
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<th>Year</th>
<th>Stipend hours</th>
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<tr>
<td>1</td>
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<td>Independent Research/Teaching and Dissertation Defense</td>
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**Qualifying Exam:** Summer after completion of coursework, no later than one semester post-coursework.  
**Years 3-5 include Teaching Requirements:** 1 traditional classroom course; 1 on-line course (minimum)
Appendix B

Optimal Timetable for Program Completion

By the end of Year 1 (semester 2)
1) Development of specialization statement
2) Generation of a program plan for advanced methods and specialization

By the end of Year 2 (semester 4)
1) Successful completion of required coursework within 2 years of program entry (no incompletes)
2) Completion of teaching practicum in 4th semester

Within 6 months of coursework completion
1) Qualifying Examination (2-part) to assess breadth and depth of knowledge in core social work and social justice knowledge, and in the student’s area of specialization (One opportunity to re-take)

By the end of Year 3 (semester 6)
1) Dissertation committee assembled and approved
2) Dissertation prospectus defended and approved (no later than 7th term)
3) IRB application completed
4) Funding proposal submitted (whenever possible)

Years 4-5
1) Completion of teaching requirements including individual instructor for MSW course and on-line facilitator for OLP MSW program
2) Data collection and analysis for dissertation project
3) Dissertation defense
Appendix C

Core Course Descriptions

Below are brief descriptions of core theory and methods courses. Please see the Boston University website for additional course descriptions for Social Work, Sociology, and other fields. Students may select their elective courses from a wide variety of graduate-level courses in Social Work, Sociology, other social sciences, and other departments/schools at Boston University and within the Inter-University Consortium.

Core Theory Courses

SSW WP 901 Sociology Social Justice, Ethics and the Social Work Profession
The social work profession is an arena of struggle. This includes efforts to define social justice as part of the larger ideological struggle within social work to define its mission, values, knowledge base and approach to social problems throughout its history. The purpose of this course is to prepare doctoral students to provide leadership as participants in this struggle. This requires developing competencies in at least two areas: critical analysis of the implications of diverse approaches to social justice for fulfilling the mission of social work through actions aligned with its values and critical analysis of the implications of diverse approaches to social justice for historical and contemporary conflicts and controversies related to social work’s professional identity.

SSW KC 902 Proseminar in Social Work
The PhD program doctoral proseminar is a 14 week course designed for first year or early social work students. The purpose of the proseminar is to facilitate socialization to contemporary academic and research environments in the field and the practice of interdisciplinary social work research. A primary modality for the course will include faculty presentations and discussion with students related to current research and invited guest speakers from across the university.

SSW WP 903 Perspectives on Social Welfare Policy
Focusing on theory, process and substance, this course is designed to expose students to different understandings of the American political institutions as they relate to social welfare policy. Attention is paid to institutional and other factors, shaping and constraining the development of social policies in the United States.

SSW SO 905 Contemporary Social Problems/Questions: A Social Work Perspective
SW905 is meant to act as an informal capstone experience for social work doctoral students. The class is to be taken in the fourth semester of full time study after students have completed their foundational learning at the School of Social Work as well as their methods and specialization courses in the greater University community. Given the topical and methodological diversity of the social work academic enterprise and the accompanying diversity in student research interests, the course has two overarching aims: 1. To recognize the unique contributions of social work empirical research to the
understanding of contemporary social problems; 2. To have students locate their own nascent research agendas among the diverse methods and topics that are currently characteristic of the field.

**SSW SR 910 Doctoral Dissertation Seminar**
Designed as a seminar format, this course guides students in the transformation of their latent ideas into novel researchable dissertation projects. The course focuses on enhancing student knowledge and skills necessary to develop the many components of the dissertation in a coherent manner: introduction, literature review, theoretical or conceptual framework, research questions, methods, results and discussion sections. The seminar also addresses a number of dissertation research-related tasks such as creation of the dissertation committee, understanding research ethics and the institutional review board process, exploring dissertation funding and identifying needed resources, creation of realistic timelines for dissertation phases, and strategies for dissemination of work through conference presentations and publications. Each student will develop a complete draft of his/her dissertation prospectus and evaluate the proposed research in terms of its relevance for the field of social welfare, including relevance to the profession’s mission to pursue social justice, the rigor of the proposed study, the originality of the research, and the feasibility of the overall proposal.

**Core Research Methods Courses**

**GRS SO 702 Proseminar: Sociological Methods**
Designed primarily for first year graduate students. Review of major sociological methods.

**SPH BS 704 Introduction to Biostatics**
This course meets the biostatistics core course requirement for all degrees and concentrations at SPH. The course replaces BS701 and BS703. Topics include the collection, classification, and presentation of descriptive data; the rationale of estimation and hypothesis testing; analysis of variance; analysis of contingency tables; correlation and regression analysis; multiple regression, logistic regression, and the statistical control of confounding; sample size and power considerations; survival analysis. Special attention is directed to the ability to recognize and interpret statistical procedures in articles from the current literature. This course gives students the skills to perform, present, and interpret basic statistical analyses using the R statistical package.

**SPH BS 723 Introduction to Statistical Computing**
This course introduces students to statistical computing with focus on the SAS package. Emphasis is on manipulating data sets and basic statistical procedures such as t-tests, chi-square tests, correlation and regression. Conditions underlying the appropriate use of these statistical procedures are reviewed. Upon completion of this course, the student will be able to use SAS to: read raw data files and SAS data sets, subset data, create SAS variables, recode data values, analyze data and summarize the results using the statistical methods enumerated above. This course includes hands-on exercises and projects designed to facilitate understanding of all the topics covered in the course. Students use equipment and
software available through the Boston University Medical Center. This course is a prerequisite for BS805, BS820, BS821, BS851, BS852, BS853 and BS858.

**SSW SR 906 Qualitative Research Methods**
Explores qualitative forms of social analysis, including participant observation and intensive in-depth interviewing. Addresses research design, data collection and techniques of analysis appropriate to qualitative data.

**SSW SR 907 Advanced Qualitative Research Methods**
This course is the second in a two-semester sequence (SR906 and SR907) designed to introduce students to qualitative approaches in social science research and foster development of foundational skills in qualitative research design, data collection, data analysis, and presentation of qualitative research findings. The course builds on students’ developing understanding of the diversity and philosophical underpinnings of qualitative approaches and provides an opportunity to deepen one’s skills in data collection and analysis through the completion of a small-scale qualitative research project. Students are expected to have obtained IRB approval for their projects prior to the start of the semester so that work on these can begin immediately.

**Core Teaching Excellence Requirements**

**SSW SW 908 Teaching Seminar**
Student will take the Teaching Seminar in the 4th semester of the program. The seminar will be taught or co-taught by master teachers from the faculty of the SSW. The purpose of this foundational course is multifold. First, students will be oriented to teaching methods and skills specific to course instruction and substantive areas required in accredited social work programs at the master’s level. Students will explore diverse pedagogical frameworks for teaching social work clinical and community practice, policy, human behavior, and research. Throughout the course, students will be introduced to perspectives on effective teaching for the integration of social justice, human diversity, and core social work values into instruction for all social work curricula. Assignments will emphasize both practical skills for the classroom and the development of a teaching philosophy and emerging identity as a social work instructor.

**SSW SW 909 Teaching Practicum**
Concurrent with the teaching seminar, students will complete a teaching practicum with an instructor of record for a traditional in-person MSW classroom course. Course assignments will be made according to the needs and interests of the student in collaboration with the doctoral program director, faculty advisors, and department chairs. For example, a doctoral student who is interested in teaching clinical practice would be matched with a faculty member from the Clinical Practice Department, while a student interested in policy would be assigned to a Social Welfare Policy Department faculty instructor. The student will be expected to attend all classroom sessions, develop lecture/discussion materials as agreed upon by both the student and faculty member, and take a lead role in two or more classroom
activities or presentations. Students will engage in both self-evaluation and receive instruction and feedback from the faculty teaching mentor. The faculty member will provide an assessment of the student’s readiness to become an independent classroom instructor of record.
## Appendix D

### Advanced Elective Courses

#### Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CAS GE 505</td>
<td>Geographic Information Systems</td>
</tr>
<tr>
<td>GRS PO 840</td>
<td>Policy Analysis</td>
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<tr>
<td>GRS PO 843</td>
<td>Advanced Techniques in Policy Analysis</td>
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<tr>
<td>GRS PS 790</td>
<td>Family Theory &amp; Research</td>
</tr>
<tr>
<td>GRS PS 886</td>
<td>Community Research Methods</td>
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<tr>
<td>SMG OB 923</td>
<td>Field Studies Seminar</td>
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<tr>
<td>SPH BS 805</td>
<td>Intermediate Statistical Computing &amp; Applied Regression Analysis</td>
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<tr>
<td>SPH BS 821</td>
<td>Categorical Data Analysis</td>
</tr>
<tr>
<td>SPH BS 810</td>
<td>Meta-Analysis</td>
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<tr>
<td>SSW SR 904</td>
<td>Clinical Research Methods in Social Work Practice</td>
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#### Specialization Courses

**Mental Health, Addictions and Substance Use**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>GMS MA 680</td>
<td>Culture, Migration, and Mental Health</td>
</tr>
<tr>
<td>GMS MH 705</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>GMS MH 709</td>
<td>Neuroscience for Mental Health Professionals</td>
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<tr>
<td>GMS MH 812</td>
<td>Addictions</td>
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<tr>
<td>GMS MS 710</td>
<td>Transdisciplinary Training Program in Addiction Science</td>
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<tr>
<td>GRS PS 881</td>
<td>Psychological Perspectives on Addictive Behavior</td>
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<tr>
<td>SAR HP 606</td>
<td>Recovery and Rehabilitation of People with Psychiatric Disabilities</td>
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<tr>
<td>SED CE 769</td>
<td>Drug Abuse</td>
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<tr>
<td>SPH IH 758</td>
<td>Mental Health in Disaster Settings</td>
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<td>SPH LW 854</td>
<td>Mental Health Law</td>
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<tr>
<td>SPH MC 782</td>
<td>Women and Substance Use</td>
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<tr>
<td>SPH MC 800</td>
<td>Preventing Mental Health Disorders Among Women, Children, and Adolescents:</td>
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<td></td>
<td>A Life Course Perspective</td>
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<tr>
<td>SPH PM 758</td>
<td>Introduction to Mental Health Services</td>
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<td>SSW WP 705</td>
<td>Mental Health and Social Policy</td>
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<tr>
<td>SSW WP 711</td>
<td>Substance Abuse Policy</td>
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<tr>
<td>STH TT 845</td>
<td>Spirituality, Medicine &amp; Health</td>
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**Child and Family Specialization Courses**

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>GMS MH 708</td>
<td>Human Growth &amp; Development</td>
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<tr>
<td>GRS PS 790</td>
<td>Family Theory and Research</td>
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<tr>
<td>GRS PS 878</td>
<td>Families and Family Therapy</td>
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<td>GRS PS 893</td>
<td>Contemporary Issues in the Psychology of the Family</td>
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<td>GRS PS 882</td>
<td>Empirically Supported Child and Family Treatments</td>
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<td>SED CE 705</td>
<td>Lifespan Development</td>
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<td>Course Code</td>
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<td>SPH MC 725</td>
<td>Women, Children and Adolescents: A Public Health Approach</td>
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<td>SPH MC 763</td>
<td>Maternal and Child Health Policy Making</td>
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<td>SPH MC 770</td>
<td>Children with Special Health Care Needs</td>
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<td>SPH MC 786</td>
<td>Immigrant Family Health: Public Health Across Borders</td>
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<tr>
<td>SSW HB 741</td>
<td>Family Violence in Society</td>
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<tr>
<td>SSW HB 747</td>
<td>Childhood Maltreatment: Developmental Perspectives</td>
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<tr>
<td>SSW WP 710</td>
<td>Family Law and Children's Rights</td>
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<tr>
<td>SSW WP 706</td>
<td>Social Welfare Policy and the Family</td>
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<tr>
<td>SSW WP 707</td>
<td>Social Welfare Policy and Programs on Children</td>
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