



Boston University | School of Social Work

Ph.D. in Social Work

Program Handbook

2018-19

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NOTE: Throughout this handbook there are items listed in blue stating “**Blackboard Resource**” These are templates, forms and working documents that are available to enrolled PHD Student students intended to support the planning process.

Boston University 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 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 lifelong learning
- Further social justice through local, national, and global partnerships and service that value community capacities and expertise.

PhD Program in Social Work

Objectives

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

The BUSSW PhD Program offers a rich educational foundation for future social work leaders through exposure to rigorous research methods, clinical and policy practice knowledge, and teaching pedagogy and practice. We achieve this goal through four program components anchored in coursework, research and teaching experience.

The ***Core Social Work Knowledge Sequence*** ensures a mastery of core social work knowledge, including history, ethics, and social justice; focusing on developing a student's ability to recognize and address 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. Emphasizing an interdisciplinary perspective, courses may be taken in other departments such as the School of Public Health, Psychology, Sociology, Economics, Education, and Political Science, and through the Boston area Consortium.

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 provides students the skills to conduct rigorous applied scholarship in an ethical manner and make significant original contributions to a body of knowledge. Student assessment includes:

- Mentored research experiences with BUSSW faculty
- Required foundation coursework in qualitative and quantitative approaches to research
- Student presentations at peer-reviewed conferences
- Student authorship of peer-reviewed scholarly articles
- Submission of proposals for external funding
- Scholarships, fellowships and research-related awards
- Dissertation prospectus
- Dissertation defense

The **Teaching Excellence Sequence** provides students with a multi-phase learning experience in which to develop an individual teaching philosophy and demonstrate ability in social work instruction. Students are required to gain teaching experience across both online-digital and brick and mortar teaching modalities.

Student assessment includes:

- Completion of teaching sequence
- Teaching evaluations from traditional classroom and online courses
- Faculty observation of teaching
- Development of core syllabus in a foundational area of social work
- Teaching statement
- Teaching awards

Degree Requirements

Curriculum and Coursework

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.

Blackboard Resource: [A one-page course template for students to use as a working document](#)

Social Work Core Knowledge Courses **16 credits**

SSW	KC	902	Proseminar in Social Work	0 credits
SSW	WP	901	Social Justice, Values and the Social Work Profession	4 credits
SSW	WP	903	Perspectives on Social Welfare Policy	4 credits
SSW	SW	905	Contemporary Social Problems: A Social Work Perspective	4 credits
SSW	SR	910	Doctoral Dissertation Seminar	4 credits

Research Methods Courses **19 credits**

Mixed research methods courses incorporate quantitative and qualitative approaches.

GRS	SO	702	Proseminar: Sociological Methods	4 credits
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Quantitative Sequence

SPH	BS	704	Introduction to Biostatistics	3 credits
SPH	BS	723	Introduction to Statistical Computing	4 credits

Qualitative Sequence

SSW	SR	906	Qualitative Research Methods	4 credits
SSW	SR	907	Advanced Qualitative Research Methods	4 credits

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, 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 with their research advisor to identify course options that align with their research interest.

Interdisciplinary Specialization

12 credits

Students are expected to develop a specialization statement in collaboration with their academic advisor. This statement should evolve with the student's progress in their specialization area. 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 and courses should be taken at schools outside the school for social work.

The specialization statement is intended to be a dynamic, working document in which students characterize their evolving area(s) of expertise. As students deepen, refine and integrate new areas of work, the statement will reflect this evolution. By the final year of the program, the specialization statement can serve as the foundation for the "research statement" that is typically required as part of the academic job search. The statement should be reviewed annually with the student advisor and submitted to the doctoral program to be maintained in each student's file.

[Template and examples can be found on the Blackboard Resource.](#)

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, and 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 should discuss selected electives with their advisor. Electives must be approved by both the advisor and doctoral program director.

Courses in the MSW program are ***not*** approved for doctoral specialization credits. Doctoral students are encouraged to complete a teaching practicum, to co-teach with a faculty member, or serve as Instructor of Record for MSW courses of interest.

Teaching Excellence Sequence

8 credits

The teaching sequence is designed to prepare future social work scholars for teaching excellence. We have developed a structured and sequential set of teaching experiences to support each student's individual developmental trajectory as a social work educator. 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 required 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 at least one traditional on campus course, and as a course facilitator (or section instructor) for one course in the online 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 are be well-prepared to enter academic positions in Social Work.

Taken concurrently (Spring Term):

SSW	SW	908	Teaching Seminar	4 credits
SSW	SW	909	Teaching Practicum	4 credits

Guidelines for the Teaching Practicum

Students must complete a teaching practicum with an instructor of record for a traditional in-person MSW classroom course. For the required teaching practicum, students who have completed their first year of coursework will submit a list of 3 MSW courses/instructors who are scheduled to teach in the spring semester of the second year. The doctoral program is responsible for confirming interest and availability of faculty members who agree to host a practicum student. Students are informed of their match and should then coordinate a meeting with the faculty member to review expectations and responsibilities. Each student will develop a learning contract in collaboration with the teaching mentor. ([Blackboard Resource](#))

Expectations of Student

As agreed upon by the student and teaching practicum faculty, 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
- Take a lead role in two or more classroom activities or presentations
- Contribute to grading activities

Faculty 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 ([Blackboard resource](#))

The Teaching Practicum is graded as Pass/Fail, with grades submitted by the faculty at the end of the grading period. Over the course of the practicum, students engage in self-evaluation and receive instruction and feedback from the faculty. In addition, faculty provides an assessment of the student’s readiness to become an independent classroom instructor of record.

Advanced Teaching Requirements

Students are required to teach one online course and one on-campus course. Students will teach as the Instructor of Record in a traditional classroom setting on-campus and also as an online

Facilitator or Instructor. These teaching requirements must be completed during the third, fourth, and fifth years in the program.

Instructor of Record Traditional Classroom (Years 3-5)

Students are responsible for notifying the doctoral program of their interest and plans for teaching well in advance of the semester a course is offered. For traditional courses, the doctoral student will submit a CV to the chair of the department once a course has been identified. Once a student has been scheduled to teach a course, the student should seek out information and guidance from faculty who have taught the course. Please keep in mind that 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. For MSW foundation courses and required sequences, students are expected to participate in departmental and/or course meetings held by conveners as appropriate.

The Associate Dean of Academic Affairs will confirm teaching assistantship appointments. Students meet with the chair or convener of the course to receive course materials and Blackboard access.

Online 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.

The On-Line Program (OLP) curriculum is currently offered in 7-week courses. Training and preparation for online facilitation includes a comprehensive orientation to the online campus environment, technical training, and ongoing technical assistance. This is coordinated by the Assistant Dean for the OLP program. 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 online student communication, and hold regular virtual office hours.

The PhD program will work with the Assistant Dean for the OLP MSW program to identify courses available for candidates to teach. The PhD office will email the compiled list of courses to the candidates who will then respond with their top three preferences and an updated CV. The candidate is contacted directly by the course instructor for next steps and resources.

Directed Study ([Blackboard Resource](#))

Only in exceptional cases will a request to engage in a directed study be approved. Given the breadth of courses both across BU and throughout the Consortium, requests must include a compelling rationale for pursuing a directed study with a BUSSW tenure-line faculty member.

In the rare case that appropriate electives are not offered (at some point within the 5 year program), and options have been explored and exhausted within the Boston Consortia, materials

must be created by the student (in collaboration with overseeing faculty) and submitted to the Doctoral Program Director for review. Since a directed study is considered a course that needs to be registered, the student and overseeing faculty must draft syllabus. The syllabus must address the questions that are outlined below:

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.

Once the syllabus has been finalized, students are responsible for emailing all course materials to phdadmin@bu.edu (please copy the overseeing faculty). The request will then be forwarded to the doctoral committee for review and approval. If you obtain approval from the doctoral committee, the next step will be to complete a directed study registration form ([Blackboard Resource](#)). The PhD office will submit the completed registration form to the registrar to enroll in the course.

Qualifying Exam

Students take the Qualifying Examination the summer (June) after their 2nd year in the program. Students must have completed all required courses including the advanced research elective before they can sit for the exam. The doctoral program director will hold a meeting with the student group to answer questions and address logistics in the spring semester prior to the exam.

Preparation

There is not a core reading list for the examination. However, students will be asked to consider critically methodological, theoretical, ethical, and social justice perspectives related to a significant social problem of the 21st Century. Students will find it helpful to review course material from Social Work Doctoral curriculum and to study the Grand Challenges for Social Work Initiative recently launched by the American Academy of Social Work and Social Welfare.

Description

Students are required to respond to each question in the form of a paper. While both questions are required, there is significant choice within each question to ensure that students are able to work within a substantive area of interest. The first question offers students the opportunity to demonstrate critical analytic skills in response to a published study as would be required in an article, grant, or manuscript review for the field. The second question asks students to consider a significant problem or population in the context of 21st Century demands and directions for the field.

Format

The format for the exam is take-home. Questions will be emailed to the students on a Monday morning. Student have until the following Monday by 5:00PM to email the exam answers to the PhD office. In an effort to support the students taking the exam, the PhD director will hold a conference call the Monday morning students receive the exam question. Throughout the week of the exam, the doctoral program director will be available to respond to student questions by email. *If a student wishes to submit a question about any aspect of the exam, the student will email the director and copy all other students in the cohort who are also sitting for the exam. As such, the director will respond to the question with a reply to all students in the cohort.*

In addition, the PhD office will email a newsletter with all the logistics of formatting and submitting the papers.

All work should be completed independently by each student. In response to each question, students will prepare a completed manuscript (12-point font double-spaced, one inch margins; Times New Roman or Arial) to be submitted electronically by the due date.

Grading

For each question on the exam, a team of doctoral faculty will serve as readers. Exam

papers are evaluated using a blinded grading system. Two faculty readers evaluate each exam question. Each question is graded as High Pass, Pass, Low Pass, or Fail. Students will be notified via email of their exam grades.

Students who receive a “Fail” on either question are required to retake the exam within 6 months of the original exam date. The PhD office will coordinate with the student for the retake exam.

PhD Candidacy

Upon successful completion of the Qualifying Examination, a student becomes a doctoral candidate. This means that students are in the dissertation phase of their PhD program. The maximum period allowable between matriculation and attainment of PhD candidacy status 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 the 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 consisting of sequential chapters 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 first reader or primary research mentor and the doctoral 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 ([Blackboard resource link](#))

Forming a Dissertation Committee

PhD dissertation examination committees must meet the following criteria:

- a. Consist of at least five members (including the Chair)
 - b. Must be tenure track or tenured faculty members
 - c. At least two members including the chair and first reader must be faculty members from the BU School of Social Work.
- 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 the 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. The 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.
- d. At least 3 members must be Boston University professorial faculty (first, second and third readers).
- e. At least one committee member should have expertise in the dissertation topic
- f. 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.
- g. All committee members are required to attend the final oral examination in-person.

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
- The nominee’s curriculum vitae

After submission, the program director will review and approve 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. A title page and one-page abstract should also be included.

The prospectus includes:

- Significance of the research problem
- Conceptual and theoretical framework including a brief literature review
- Design of the study, methods and procedures
- Estimated timetable for completion of the study
- A selected bibliography citing references from relevant literature

[Examples are available on the Blackboard Resource](#)

Prospectus Oral Examination

Upon completion of the Dissertation Prospectus, the student will distribute the document to all members of Dissertation Committee. With permission from the committee members, the student will set a date for the oral defense of the prospectus. It is highly recommended that students distribute a final draft of the dissertation prospectus at least 3 weeks prior to the defense date.

We encourage all committee members to attend the prospectus defense in person. However, arrangements can be made (with advance notice) for committee members to attend through video conferencing. *Please be advised that videoconferencing may not be accommodated for committee members who are outside of the US.* The absent committee member designates the first reader to sign all documents on their behalf. 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 doctoral program
2. Complete the form and obtain signatures from all readers and the chair of the committee
3. Attach the completed form to the dissertation prospectus and submit a copy to the doctoral program staff coordinator

Prior to beginning dissertation research:

1. Submit a protocol to the Institutional Review Board (IRB) (if applicable)
2. Schedule an appointment with the program director to review academic record and ensure that all program requirements have been completed.
3. Establish a time frame for completing the dissertation.

Dissertation Research, Analysis and Writing

With the prospectus and IRB protocol approved, the student may engage fully in dissertation research. The dissertation committee 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.

If the student decides for any reason that the approved dissertation proposal and project cannot be completed, the student must immediately inform the doctoral program director in writing (via email). The doctoral program director will consult with the student to determine steps toward resolution or consideration of a new project.

[Examples are available on the Blackboard Resource](#)

Defending the Dissertation - Final Oral Examination

After the doctoral candidate has completed the dissertation research and produced a complete draft of the dissertation, the student will distribute a final draft to all committee members for approval to move to the defense. Upon approval from the committee, the final oral examination will be scheduled. Please be aware that SSW no longer supports dissertation oral defense dates outside of the academic calendar.

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 required to be held no later than 5 years after entrance into the doctoral program.

Students are responsible for several procedures in preparation for scheduling the defense, as detailed below.

1. A Dissertation Abstract Form ([Blackboard resource](#)) 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 (First Reader) and signed by the program director. The final abstract must be received at least three weeks in advance of defense.
2. The doctoral candidate must finalize the exact date and time of examination with the program coordinator and reserve a room for the examination. The student should contact the program coordinator who will assist with this process.
3. Obtain the final oral examination schedule from the program director/ program coordinator and complete it as directed
4. 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.

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

Preparing the Final Dissertation

In order for the dissertation to be considered ready for publication, students must format the dissertation according to the guidelines outlined by the Mugar Library http://library.bu.edu/ld.php?content_id=30310050.

The student notifies the PhD administrator that they have completed all required revisions based upon the committee's comments given at the oral defense. The PhD administrator sends the final version of the dissertation to the library where it will be reviewed for formatting. The library representative may ask the student to revise the dissertation to meet formatting standards. Once the library approves the final dissertation, then the student can submit the dissertation electronically to the ProQuest Electronic Thesis and Dissertation Database <https://www.etdadmin.com/cgi-bin/school?siteId=429>.

Fees: There is a processing fee that can be paid with a credit card. In addition, the student will have an opportunity to purchase a hard copy of their dissertation for an extra fee.

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

In the event that a student exceeds the 5 year time allocation, the student must be registered at 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 to 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.

In some cases, the student is passed contingent upon 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 upon by the committee members prior to submitting the final copy of the 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.

Certifying Completion for Graduation

The PhD program administrator conducts a final audit of the requirements for graduation for each student. (Please note an audit takes place each year the student is in the program.) The information from the final audit is presented to the PhD director who gives the final approval for graduation. During this process the student will be notified of any issues.

Three Paper Dissertation Option

A student may elect to write three interrelated publishable papers for their dissertation. This format includes three distinct manuscripts. In addition, student write a framing chapter introducing the topic, placing the works in context and setting the conceptual and theoretical frame for research. As well, students develop a concluding chapter that critically analyzes the contribution of the research to the academic literature and the profession. 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, process and the defense.

The dissertation prospectus for the three-paper dissertation follows the same format at the prospectus for a monograph and 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 manuscript 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. Like the traditional 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 traditional dissertation. The committee will approve the dissertation if the group determines that the three papers are reasonably expected to be publishable.

[Examples of student prospectus, dissertations as well as required documents are available on the Blackboard Resource.](#)

Advising and Mentoring

Academic Advising

The role of the academic advisor is to help the student navigate their academic and research goals while in the PhD program. Upon acceptance to the program, the program director and doctoral committee will identify a tenured or tenure track faculty academic advisor for each student. A letter from the PhD program will be emailed to the student and advisor confirming the assignment. It is expected that the primary faculty academic advisor will serve a pivotal role and will be actively engaged in mentoring the student. While it is possible that a student's academic advisor can also be a research mentor, this is not required. In addition, students are encouraged to cultivate relationships with faculty who will serve as teaching mentors, research project supervisors and prospective committee members.

Student Responsibility

Students are 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, prepare required program documents and submit in a timely manner.
- Monitor progress towards graduation, keeping in mind continued funding is contingent upon students making satisfactory progress toward completing requirements and meeting benchmarks.
- Take initiative in finding answers to questions and planning their professional careers.
- Reach out to the program director with concerns regarding academic advising.

Faculty Responsibility

Faculty Academic Advisors are expected to:

- Be informed about the requirements of the program.
- Meet with students every semester to complete and/or update the planning form ([Blackboard Resource](#)) to help students set their educational goals that are consistent with the requirements of PhD program and with their own goals and interests.
- Review course plans each semester through the student's completion of coursework
- Support students in the development of the Specialization, including identifying relevant coursework in non-SSW units, and guiding the refinement of the Specialization Statement ([Blackboard resource](#)).
- Conduct an annual program review in collaboration with the student (see below)
- Provide guidance to students about the dissertation process,
 - Proposal development, dissertation committee composition, format of dissertation
- Mentor students about the job search process.

Planning Form and End of Year Academic Evaluation ([Blackboard Resource](#))

Students will work with their academic advisor to complete the planning form within the first two weeks of the academic year and submit a copy to the PhD program office. This planning form should be updated at the beginning of each academic year. At the end of the academic year, students and faculty academic advisors will receive a link for evaluating the past academic year. In this survey, the students and the faculty academic advisor will be asked to identify academic goals set in the current academic plan, changes made to the goals and reasons for the change, and any additional information the PhD program needs to know.

Research Mentors

Students may have several research mentors in their tenure in the program. As stated above, research mentors can be an academic advisor, however, a research mentor has specific responsibilities that differ from academic advisor.

- Introduce and train students to conduct innovative research.
- Work toward developing products such as abstracts, conference presentations, and manuscripts for publications.

Student Responsibility

- Work with a number of faculty to increase knowledge of and ability to conduct diverse types of research.
- Work with advisor and research mentors to identify areas for growth in the development of research skills and learning.
- Communicate with the doctoral program when considering a change in research projects or mentors.
- Complete the Research Learning Agreement and Evaluation for each research experience in the program in collaboration with the research mentor.

Research Learning Agreement (RLA) ([Blackboard resource](#))

To ensure transparency in the research training process, all student-mentor pairs will complete a Research Learning Agreement (learning contract between the PhD student and their respective research mentor) at the beginning of the partnership and annually when relevant. Faculty are expected to provide a clear description of the project and scope of work, the student's potential roles, skills and training the student will acquire, and collaborative elements of the work that will lead to student opportunities for conference presentations, manuscript development and authorship.

Students will submit a RLA for every research commitment. For example, if a student is working with two separate faculty members two RLAs will be submitted. A signed copy of the RLA will be submitted to the PHD office within the first two weeks of the start of the research project.

Research Learning Evaluation ([Blackboard Resource](#))

This evaluation is used to review the work that the student has completed in each of their research experience. The evaluation will ask the student and the research mentor to reflect and comment on the obtainment of the goals and activities outlines in the RLA. Student and research mentors will complete an evaluation of the students' research experience at the end of every semester or when the project ends (whichever comes first). The link for the evaluation will be on Blackboard under PhD Resource.

Service Learning Opportunities

Service Learning Roles

All doctoral students are required to complete a service learning project with SSW for the equivalent of one academic year at 10 hours per week. This 10-hour per week role will represent 50% of the doctoral student's stipend for that year (or the period of the service role). Service opportunities will change as new projects and initiatives emerge within the school. Service assignments may be completed at any time during a student's tenure at BUSSW but may be most appropriate for doctoral students in years 3-5. Students should fill out a Service Role Agreement SRA to insure the documentation of this role ([Blackboard Resource](#)).

*Service Roles are posted on [Blackboard Resource](#).

Examples include:

SWRnet:

The Social Work Research Network (SWRnet) is an electronic newsletter that provide timely information about social work research. Subscribers to the SWRnet listserve receive weekly updates about funding opportunities, calls for papers and abstracts, training opportunities, and newly published research and data sources. Under the supervision of the Associate Dean for Research (ADR), the doctoral student works independently (and often remotely) to produce a draft by Wednesday of each week, to be reviewed by the ADR. **This is a 12-month position.**

SW Research Department

The SSW Research Department has a teaching fellow positions that (1) provides one-to-one support to MSW students who require support in the research sequence, and (2) works with the department chair in curriculum development activities such as data set and learning tool construction. The TF is supported by the Chair of the research department and is provided an office space at SSW. The TF is an active participant in departmental meetings and has flexibility in setting office hours. **This is a 12-month position.**

BRIDGE Program

The Building Refugee and Immigrant Degrees for Graduate Education (BRIDGE) program aims to increase access to graduate social work education for refugees and immigrants as well as critical cultural competency needs within the human services workforce. This program will

increase the number of professionally trained social workers from underserved culturally and linguistically diverse newcomer populations through a unique structure of support that provides a transitional bridge to graduate academic communities. Some current and prospective BRIDGE MSW students were born in the USA from immigrant parents from Africa, Central America and the Caribbean while others hail from Somalia, Brazil, Cape Verde, Colombia, Uganda and Haiti and arrived as immigrants and refugees to the USA a few years ago. All of them have been working in social work settings as community outreach workers, elderly caregivers, youth counselors, domestic victim advocates, case managers, paraprofessionals, ESL teachers and assistants to surgical and research teams.

BUSW doctoral students support BRIDGE students in the following areas:

- mentoring
- tutoring
- finding scholarships opportunities for first generation refugee and immigrant students
- supporting BRIDGE students networking goals
- research and evaluation of BRIDGE program and graduates

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. 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 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 can take classes that will support their dissertation. Students can register during open enrollment periods and notify the PhD office.

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 ([Blackboard Resource](#))

Graduate students are able to take a limited number of graduate courses at the following universities that are part of the consortia: 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 ([link found on Blackboard](#)).

Leave of Absence

Non-medical

Students requesting a leave of absence should inform the PhD office as soon as possible. Students must complete the BU Leave of Absence form at <http://www.bu.edu/cas/files/2011/12/LoA-form-editable.pdf> and return to the program administrator. The leave is effective once the PhD office confirms the processing of the form.

- Students on leave are withdrawn from any courses for which they are registered.
- Students on leave of absence may not enroll as a degree candidate at another institution.
- International students need special permission to take a Leave from the International Students and Scholars Office (ISSO) so that their visas stay valid.

The period of authorized leave of absence COUNTS a part of the time allowed for completion of PhD degree requirements

PhD students must be registered in the semester in which the final degree requirements are completed, as well as in the preceding semester.

Readmission (Leave of Absence non-medical)

Students returning to the academic program must complete two steps:

1. Notify the PhD office of their intention to re-apply by email to phdadmin@bu.edu the semester prior:
 - Fall return, notify by March 15
 - Spring return, notify by October 15
2. Submit the online “Request for Readmission” form
 - <https://www.bu.edu/ssw/admissions/readmission-reapplication/>

Once the program receives notice of the student’s intention to return, the Doctoral Committee will convene for a status review meeting to review with the student their activities during their leave and their plan to complete the program in a timely manner.

Medical

A student may need to interrupt their studies for medical reasons. The program can assist a student who is deciding whether to take a medical leave and advise them about the steps necessary for a successful return. A student’s request for a leave of absence for medical reasons must be reviewed by Student Health Services. Boston University also reserves the right to require an involuntary medical leave of absence if it determines that a student’s continued enrollment would create a significant risk to the health and safety of the student or others.

A student seeking to re-enroll after a medical leave must demonstrate to the University that the student’s health permits the successful completion of studies. Documentation needed to support this finding will be determined by Student Health Services, but will generally include information from the student’s clinician as well as an assessment by Student Health Services.

The decision whether to permit a student to re-enroll is within the sole discretion of the University.

Childbirth Accommodation

The childbirth and adoption accommodation policy for full-time or certified full-time PhD students in good academic standing provides for extensions for academic coursework and other requirements to the primary caregiver of an infant or adopted child. It also provides for a continuation of stipend support for funded students during the accommodation period.

- A student taking an accommodation due to the birth of a child should notify the program director in writing no later than 30 days prior to the start of the semester during which the birth is expected. In the case of adoption, notification should be made once the student becomes reasonably certain of the expected date of the adoption. The notification should indicate the start and end dates of the accommodation consistent with the allowable time frame below. The program director shall acknowledge receipt in writing.
- The period of accommodation is 60 days and must end no later than the final day of the semester immediately following the semester in which the child is born or the newly adopted child is placed. The summer period between spring and fall semesters will be considered a semester for the purpose of this policy. A student may elect a shorter period of accommodation, at the sole discretion of the student, and should inform the program director in writing.
- If both parents are eligible PhD students at Boston University, the accommodation is available to both, but the periods of accommodation may not overlap.
- The student will remain registered as a full-time or certified full-time student during the period of accommodation.
- The student will be excused from all course requirements during the period of accommodation, including assignments and exams. The student should make arrangements with each instructor to complete any assignments or exams missed.
- Other requirements outside of formal coursework, such as qualifying or comprehensive examinations, should be rescheduled as appropriate to provide reasonable time for preparation and completion.
- A student holding an appointment for which a stipend is paid, whether service or non-service, will continue to receive the stipend during the period of accommodation.
- If the student is serving or was to serve in a teaching role during the semester of the accommodation, the student will be relieved of any responsibilities related to the

course(s) during the period of accommodation. At the program's discretion, the student may be relieved of all course responsibilities for the semester.

- If the student is serving or was to serve as a research assistant on a funded project during the period of the accommodation, the student will be relieved of any responsibilities directly related to the project during the period of accommodation.
- The length of a multiyear stipend commitment made at the time of admission and the total time allowed to obtain the degree will generally not be extended by the period of accommodation.

Withdrawal

Students who wish to withdraw from the University must submit their requests on the Withdrawal/Leave of Absence Form at <https://www.bu.edu/met/files/2010/06/bu-met-withdrawal.pdf> and return to the program administrator. The withdrawal is effective once the PhD office confirms the processing of the form.

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, if a student requests to return from a non-medical leave of absence 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, in the School's overall community environment or behavior outside of the school environment appears to be in violation of the BUSSW Behavioral Standards for Social Work Students, the Boston University Code of Student Responsibility, violations of the Title IX including Sexual Misconduct and Sexual Harassment.

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 Dean's Office 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.

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.

1. 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.

Boston University Student Rights and Responsibilities

Code of Student Responsibility

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.

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.

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.)

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.

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.

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.