



SSW PhD Student Handbook

School of Social Work

Portland State University 2019-2020



School
of Social Work
PORTLAND STATE UNIVERSITY

Handbook Overview

The Ph.D. Student Handbook is designed to provide essential information about the Ph.D. in Social Work and Social Research. The primary audiences are the doctoral students and faculty members of the School of Social Work. This document is not intended to be a complete statement of all program or school policies and those contained herein are subject to change at the discretion of the School of Social Work and the University. The content of this Handbook is not to be considered or otherwise relied upon as legal terms, contractual agreements or conditions of enrollment. We are interested in improving communication of information about the doctoral program and welcome your feedback.

Important Contact Numbers Emergency:

Any Emergency on Campus	(503) 725-4404
First Aid-PSU Student Health & Counseling	(503) 725-2800

Help Numbers:

Campus Safety and Security	(503) 725-4407
General Information for PSU	(503) 725-3000

SSW Mailing Address: School of
Social Work
Portland State University
Attn: Name of person receiving mail
P.O. Box 751
Portland, OR 97207-0751
Phone: 503-725-4712 Fax:
503-725-5545

SSW Street Address:

1800 SW 6th Avenue, Suite 600 Portland, OR 97201

The mailing address for all PSU offices and departments is the same as above with the exception of the school's name. Replace School of Social Work with the name of the school, department and/or person you are mailing to.

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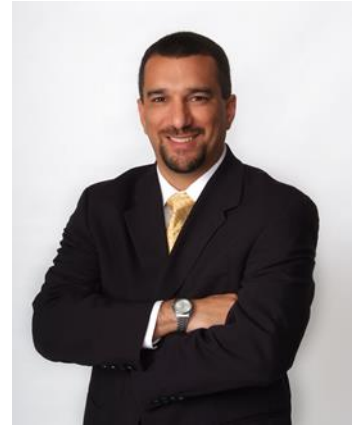
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Letter from the Dean

Dear prospective colleague,
Welcome to Portland State University and the School of Social Work. Your commitment to graduate social work education comes at a critical time when we are asked to respond to an ever-changing environment exacerbated by social and political pressures.

As a doctoral student you will have the opportunity to interact with faculty committed to excellence in their teaching and research, as well as in their community. I encourage you also to engage and learn from the great work being conducted at our Regional Research Institute (RRI) and Center for Improvement of Child and Family Services (CCF), which daily demonstrate the capacity of our profession to positively impact our community. As a graduate student you will find a diverse and vibrant community representing an array of cultures, worldviews, and experiences strengthening your classroom experience.



Starting a doctoral program can be an exuberant and daunting experience; therefore, I encourage you to take advantage of all that our community has to offer. Seek wisdom and advice from the world class faculty who will guide and nurture your learning. Lastly, be sure to make time for healing and family, and to find a work and life balance.

I wish you the very best!

A handwritten signature in black ink that reads "Jose E. Coll". The signature is written in a cursive, flowing style.

Jose E. Coll, PhD
Dean and Professor

SCHOOL OF SOCIAL WORK MISSION AND VALUES

The School of Social Work (SSW) at Portland State University (PSU) was established in 1961 by a resolution of the Oregon Legislature.

School of Social Work Mission Statement

The SSW is committed to the enhancement of the individual and society. Further values and beliefs include a dedication to social change and to the attainment of social justice for all peoples, the eradication of poverty, the empowerment of oppressed peoples, the right of all individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation. While the School maintains a special commitment to these values, it recognizes the need for joining with others in society who are working toward this same purpose.

School of Social Work Values

The School's administrative staff worked together to develop a statement of principles to guide interactions among staff, students, faculty, and others. The statement, now posted in the school's main lobby, was presented to the faculty. The SSW faculty adopted the statement and the SSW community strives to live up to its principles.

- We treat each other with kindness, respect, consideration, thoughtfulness, and dignity.
- We will not tolerate behavior that makes any person feel unsafe, including any discrimination against race, religion, ability, sexual orientation or gender expression, or any oppression. We will gently and respectfully interrupt any form of discrimination. We will listen, grow, change, and stay committed to one another and the process of learning.
- We will make mistakes, but we stay committed to not making the same mistakes over.
- We will be accountable for our actions, saying we are sorry when it is needed, and finding the tools to be good supports and allies to each other. We will communicate the work we are doing to be good allies when needed.
- We will take time with one another and listen to understand. We will support the voices and leadership of others.
- We remain committed to the ongoing work and self-awareness necessary to advocate for equity, social justice, and the right for all people to have an opportunity to thrive. We realize this work never really ends and we are all always learning.
- We will bring solutions to the table, not just problems. We will be part of the solutions.
- We will treat each team member as an individual with their own valuable skill-set. We will honor individual and new ways of doing things. We will support learning of new skills and new leadership development. We will not participate in degradation based on rank, role, or affiliations.
- We will act with honesty, integrity, and commitment to the School of Social Work and each other; including staff, faculty, and students.

- Active listening and personal accountability resolves conflict. We will make sure that everyone has a voice by stepping back (making room for others by talking less) and stepping forward (finding our voices).
- We will remember and seek out the goodness and humanity in others. We will use the “human goodness” model – everyone is good, it’s our behaviors that are not always good.
- We actively work to resolve conflict peaceably. We will practice tools for resolving conflict. This will be a part of our professional responsibilities and our work together
- We proactively strive to create a supportive and collaborative work environment that encourages teamwork. We will not humiliate anyone. We will do safe, healthy venting, ask for what we need from one another in a healthy way, listen and stay committed to working out conflict with each other.

The School focuses its research, teaching, and community service efforts on empowering vulnerable populations, changing environmental systems, and intervening in the conditions that contribute to social problems. The School's values, structure, and function are expressed by placing priority on the interaction among vulnerable individuals, their families, and environmental systems such as the work place, organizations, neighborhoods, and communities. These vulnerable individuals include: children with physical and emotional disabilities, children in need of care and protection, youthful offenders, adults with long term psychiatric disabilities, individuals who are chemically dependent, persons with AIDS, persons who are homeless, older people with physical, psychological, and cognitive problems, and other oppressed and economically disadvantaged groups.

The major functions of the School are teaching, research, and community service. Teaching is directed toward preparing effective and creative social work professionals who are ethical and have knowledge and skills in anti-oppression social work practice. Social workers learn to serve individuals and families directly, evaluate practice, develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies. Research and scholarship focus on understanding, preventing, and ameliorating social problems. Community service involves collaborative efforts with individuals and organizations to develop innovations in social welfare services and policies.

School of Social Work Programs and Centers

The School of Social Work provides educational programs involving the Baccalaureate Social Work (BSW) Program, the Child, Youth, and Family Studies (CYFS) Program, the Master of Social Work (MSW) Program, and the Ph.D. in Social Work and Social Research Program.

- The BSW B.A./B.S. Program is an accredited undergraduate professional social work educational program, which will prepare students to work in a wide variety of community based, family centered human services organizations in the public and private sectors.

- The Child, Youth, Family Studies B.A./B.S. Program blends liberal arts and professional education to prepare students for careers and future graduate studies in the fields of education, and human services.
- The MSW Program prepares professionals with advanced analytic skills necessary for self directed and accountable social work practice. The MSW Program is fully accredited by the Council on Social Work Education.
- The MSW Distance option utilizes a combination of on-site instruction, community-based field instruction, and courses delivered through technology to extend access to the MSW program to students living in distant sites (located in Southern Oregon (Medford), Central Oregon (Bend), Eugene and Salem) in the state of Oregon.
- The MSW Online offers a dynamic learning opportunity, using online curriculum, innovative teaching techniques and student directed learning in a structure that supports a family, work, school life balance.
- The Ph.D. Program provides advanced education to prepare professionals for teaching, research, and leadership roles in the human and social services.

The School of Social Work has internationally and nationally renowned research and training centers including:

- The Regional Research Institute for Human Services (RRI) improves human services through applied social research by assessing social problems and service needs, as well as developing and evaluating practice and policy innovations.
- The Center for Improvement of Child and Family Services (CCF) houses the Child Welfare Partnership which brings together PSU and the Oregon Department of Human Services for a research and training partnership to improve the delivery of child welfare services to children and families in Oregon.
- The PSU Center for Interdisciplinary Mentoring Research (CIMR) was created in 2010 to advance the field of mentoring, nationally and internationally, through innovative and rigorous research, education and knowledge sharing, and partnerships with organizations providing services.
- The Research and Training Center (RTC) for Pathways to Positive Future aims to improve the lives of youth and young adults with serious mental health conditions through rigorous research and effective training and dissemination. Our work is guided by the perspectives of young people and their families, and based in a positive development framework.
- The Reclaiming Futures helps young people in trouble with drugs, alcohol, and crime. Originally designed for implementation across the full juvenile justice continuum, in 2007 the Office of Juvenile Justice and Delinquency Prevention (OJJDP) began funding a cohort of 12 sites that combined Juvenile Drug Courts with the Reclaiming Futures model. Our national initiative now includes more than 40 sites in over 15 states.

PH.D. IN SOCIAL WORK AND SOCIAL RESEARCH PROGRAM MISSION AND DESCRIPTION

Program Mission Statement

The mission of the Ph.D. Program in Social Work and Social Research at Portland State University is to educate the next generation of scholars, researchers, teachers, and leaders in social work and related fields. Students will be prepared to contribute to scholarly knowledge, conduct ethical, rigorous, and community-engaged research, and teach passionately and effectively in various settings--all with special attention to equity and justice.

Program History

The Ph.D. Program in Social Work and Social Research was approved in 1988, funded in 1991, and admitted its first cohort in 1992. The Ph.D. Program is the only social work doctoral program in Oregon and it has had a successful history of preparing social work leaders to assume academic, research, policy, and programmatic positions in higher education, government, and community agencies.

Program Governance

In accordance with the School of Social Work bylaws, the Ph.D. Program Committee is a standing committee of the faculty and is charged with the administration of the Ph.D. Program in the School of Social Work. The Committee shall develop general policy guidelines and specify goals and objectives of the doctoral program, including: student recruitment and admission; financial aid; student advisement; curriculum implementation; comprehensive examinations; and dissertations. The committee is also charged with developing criteria and procedures for reviewing individual student requests for acceptance of transfer credits, exceptions from the regular course of study, reenrollment to the program, and leaves of absence for students.

The committee is comprised of the Director of the Ph.D. in Social Work and Social Research program, who is the committee chair, the Academic and Research Associate Deans (both exofficio), one member of the faculty appointed by the Dean, three elected instructional faculty members and two student representatives. Student representatives participate in all actions of the Committee, except the appeal of comprehensive examination grades. In other matters related to an individual, student members may participate, unless the student in question requests otherwise.

Program Structure

All Portland State University Doctor of Philosophy (Ph.D.) programs consist of formal coursework, guided individual study in a chosen field or discipline, and original research that serves as the basis for a scholarly dissertation. The Ph.D. degree is awarded for scholastic

achievement based upon the candidate's proven comprehensive knowledge in a recognized specialized field of study and for creative scholarship through independent research.

The course of study for the Ph.D. in Social Work and Social Research strives to provide instruction and experience using a wide range of methods and skills needed in applied research, a balanced focus on policy and practice, and attention to understanding human behavior in diverse social contexts. It is expected that all graduates will achieve competency in demonstrating their abilities to promote justice and equity through critically informed research, teaching, and action. Interdisciplinary perspectives are embedded throughout the course of study emphasizing engagement with community and governmental agencies, programs, and leaders. In addition, the course of study highlights teaching and research pedagogy in social work and social science related disciplines using a variety of didactic, interactive, and experiential strategies.

Ph.D. Program Competencies

Achievement in the following competency or proficiency areas will position students to be independent scholars and leaders. Competency is demonstrated through successful completion of related coursework, individualized development of substantive area expertise in a social work/social welfare issue, practicum and mentored professional experience, comprehensive examination and dissertation.

Knowledge of the Profession: Demonstrate knowledge of the history and contemporary issues and trends in the Social Work profession and discipline. Understand how social work is relevant to public issues, including promotion of social justice and equity and advancement of effective practices and policies. Understand the role of social work values and ethics in research and knowledge.

Theory: Demonstrate the ability to analyze, apply, build upon, and/or develop theory and theoretical frameworks that advance creation of knowledge, analysis or investigation of issues, and/or design of practices, policies and systems to improve social conditions.

Research: Demonstrate the ability to analyze and conduct independent, ethically sound research, making appropriate use of design alternatives and quantitative, qualitative, or mixed methods analytic techniques to create knowledge, inform theory, examine issues or policies, develop new approaches or methods, or evaluate programs or interventions.

Teaching: Demonstrate the ability to apply pedagogy in Social Work, Child and Family Studies or related disciplines to instruction at the undergraduate or master's level, using a variety of didactic, interactive, and experiential strategies.

Scholarship: Demonstrate the ability to plan, develop, create and disseminate scholarly work through publication and presentation.

Interdisciplinary Perspectives: Demonstrate the ability to engage with social science and other relevant disciplines in examining, investigating, and improving social conditions.

Social Justice/Equity: Demonstrate the ability to promote social justice and equity through critically informed practice, research, teaching, policy, and/or social action. Demonstrate the ability to recognize and interrupt the expression or perpetuation of privilege, discrimination, inequality, and structural systems of oppression.

Community Engagement: Demonstrate the ability to engage with community and governmental agencies, programs, and leaders to examine, investigate and improve practices, policies and social conditions

PH.D. PROGRAM CURRICULUM AND COURSE WORK

Course of Study

Courses of the Ph.D. in Social Work and Social Research are taught seminar style, providing students with an opportunity to engage in scholarly discussions about complex ideas and diverse viewpoints. To enhance the interdisciplinary perspective of the program, students are required to select relevant required electives and other elective courses offered by other departments. After the core course requirements are fulfilled, the program of study becomes significantly individualized as students plan their comprehensive examination and then their dissertation research in consultation with faculty advisers.

Course Descriptions

The followings are descriptions of the courses typically offered in an academic year and reflect the Ph.D. courses in the sample schedules.

SW 620 Substantive Area Conceptualization (3 credits): This course offers a structured opportunity for students to develop and articulate a conceptual framework to guide future work in their selected area of substantive expertise. Students will integrate their learning from previous doctoral courses with new investigation of the literature to formulate their own conceptual approach to their topic. In this course, students will clearly define and explain their domain of interest, indicating the central topics to address to pursue scholarly work in their selected area. In defining their substantive area, students should consider significant cultural, historical, and political contexts and note the relevance to social work and other human services professions. In this course, students also will explore multiple theoretical perspectives that apply to their substantive area, evaluate the merits and utility of these theoretical perspectives, and synthesize these perspectives into their own conceptual framework. In addition, they will assess the empirical evidence bearing on their theoretical framework and discuss implications of their framework for further research and scholarship.

SW 622 Substantive Area Investigation (3 credits): This class serves as the culmination of the first two years of coursework in the SSW PhD program and is a direct continuation of SW 620 (Substantive Area Conceptualization). The aim is to allow students to put into practice what they have learned in their theory, research methods, and substantive area courses. Students will choose an area of investigation in their substantive area of study and develop specific questions that warrant investigation. Students will then design a study to answer the question(s), make a convincing argument that this particular project is important, innovative, and impactful, and describe how they will actually carry out the project to ensure methodologic rigor and ethical practice. Students are encouraged to use whichever paradigm they feel best meets their goals. They may consider using participatory or community-engaged approaches, if applicable. Projects may include quantitative, qualitative, and/or other research methodologies.

SW 626/PHE 626 Teaching and Learning in Health Promotion & Social Work (3 credits):

This course focuses on pedagogical theory and practice in professional settings. Students develop skills to design, evaluate, and implement effective curriculum and instruction across settings: academic classrooms, community contexts, and research projects. Topics include educational theory, course design, learning and teaching strategies, assessment, and scholarship of teaching and learning.

SW 630 Philosophy of Science for Social Sciences (3 credits): The goal of this course is to introduce students to philosophies of science and the implications for scientific practices and other means of generating knowledge. The course will advance students' activities to critically analyze issues related to the consumption and production of knowledge in the social and behavioral sciences generally. Students will assess contextual factors that shape the development of knowledge, theory, and science (e.g. values of a profession or discipline, academia, funding sources, and publication outlets). The major assignment provides students with the opportunity to critically consume research for the purpose of analyzing its philosophical assumptions in an area of the students' choice. Throughout the course, emphasis is placed on critical thinking and on the conventions of formal scholarly practice.

SW 637/PSY 637 Qualitative Research Methods for Social Inquiry (4 credits): This course is an introduction to qualitative research methods in the social sciences. The course reviews epistemologies informing qualitative research. The course also explores commonly used methods including field notes, interviews, focus groups, case studies, observational methods, and open ended surveys. Introduction to various analysis and writing strategies will be explored.

SW 640 Research Practicum and Seminar (3 credits): The Research Practicum includes an applied research experience in tandem with a seminar. Significant participation by the student in an empirically based research project (quantitative, qualitative, or both) with relevance for social work practice or knowledge development is required. Typically, the student is mentored by the Principal Investigator of a research project and given the opportunity to apply and integrate content from research methodology and statistics classes. While each student is required to register for a 3-credit SW 640 course in either Fall or Winter term, the student can complete a minimum of 100 practicum hours in three consecutive terms including Summer, but prior to SW 622. The Practicum

Coordinator should be contacted for a meeting by the student at least one full-term prior to the first quarter of the practicum. This meeting consists of an individualized assessment of the student's research experience and needs, and begins the process of finding a placement for the student. When the student is in placement, the student attends monthly meetings of research practicum seminar. During the seminar, students conceptualize their research philosophies and begin construction of their research portfolios. Research Practicum carries a Pass/No Pass grade. Pre-requisite: SW 637

SW 650 History of Social Work Profession/al (3 credits): This course examines the history and knowledge of social work through a social justice lens. The primary goal of this course is to facilitate students' intellectual curiosity and critical thinking about the history of social work and the professionalization of the field. Critical theories will guide our exploration of social work's mission, history, ethics, values, and prominent debates within the context of national and global trends. The course will also explore the role of government, economics, and culture in shaping the profession, as we know it today.

SW 660 Ph.D. Seminar - First Year (3 credits): The Ph.D. Seminar – First Year is a three-term sequence designed to provide a forum for first year students to become familiar with their new roles as PhD students and graduate assistants. During Seminar, first year students will learn about program expectations and milestones to move successfully through the PhD program. Students will also become familiar with larger University systems and expectations, such as those of the Graduate School (GS). Additionally, first year students will be able to explore and develop research areas of interest, establish committees, and prepare for professional exploration including funding, publishing, conferences, and affiliation with professional communities and associations.

SW 661 Ph.D. Seminar - Second Year (3 credits): The Ph.D. Seminar – Second Year is a three term sequence designed to provide a forum for second year students to continue professional exploration and identity development. Second year students will spend this time learning how to progress successfully through major milestones post-coursework, including comprehensive examination and dissertation. Students will also explore opportunities beyond their Ph.D. studies including conference attendance and presentations, securing funding through grant writing and fellowships, developing teaching and research statements, identifying career paths outside of academia, and beginning job searching ranging from revising curricula vitae all the way to hiring processes and employment negotiation. Pre-requisite: SW 660

SW 690 Teaching Practicum and Seminar (3 credits): SW 690 Teaching Practicum and Seminar provides knowledge and skill development to increase and hone students' teaching skills. While each student is required to register for a 3-credit SW 690 course in either Fall or Winter term, the student can complete a minimum of 65 practicum hours in three consecutive terms including Summer. The experiential component is individually designed to match with the student's teaching experience and readiness. Some students may start with observations of teaching; others may teach one or more classes within an individual course under the mentorship of a faculty member. Students whose primary career interests do not involve teaching may pursue practicum experiences outside the university classroom, such as developing curricula or training materials in line with

research/evaluation projects. Students with prior college-level teaching experience or acquired teaching experience in conjunction with the practicum may have opportunities to independently teach, with compensation, in the School of Social Work during their enrollment in the doctoral program. Students may also seek teaching experience at nearby colleges and universities. Although teach practicum hours can be structured in various ways according to student developmental stage and career interests, all students are required to attend seminar sessions. During the seminar, students will also have the opportunity to continue the work started in SW626 to conceptualize their teaching philosophies and construct their teaching portfolios. Teaching Practicum carries a Pass/No Pass grade. Pre-requisite: SW 626

Elective Course Work

Elective course work is highly individualized and should enhance the student's understanding of the selected social problem area, both theoretically and methodologically. Elective courses may be used to pursue in depth an area of study not addressed in the core curriculum, to supplement the core curriculum in areas relevant to the student's specific career plans, to prepare for specific aspects of the dissertation, to broaden a student's skill or knowledge base, or to synthesize diverse but relevant areas of study. Electives should fit with a student's individual goals for pursuit of the Ph.D. This will require taking courses outside the School of Social Work, or creating independent studies to provide focus in an area of particular interest.

Selected Interdisciplinary Social Science Research Methods Courses (a minimum of 16 credits): Students are required to take four interdisciplinary social science research methods courses offered by other departments and approved by the Ph.D. Program Committee. While most research courses are offered in 4 credit model, some provide 3 credits. The Ph.D. Program will provide students with information of research methods courses; students are expected to consult with the program director and academic advisors.

Appropriate elective courses in student's substantive area of focus (a minimum of 16 credits): These elective courses most frequently carry or be eligible to carry a 600 level credit. Students, however, may take up to nine hours of elective credit at the 500 level with prior approval of the advisor. Students are expected to have a minimum of 16 other elective credits which are typically taken in the second year in the full-time program.

Students may choose to enroll in a social work 500 level course. Ph.D. students may take up to 9 hours of elective credit at the 500 level with prior approval of the advisor, or arrange with the instructor to do additional doctoral-level work and register for the course as a 605. The MSW Registrar (mswregis@pdx.edu) should be informed two weeks prior to the start of registration of a Ph.D. student's intent to register for a masters-level course.

SW 603 Dissertation Credit: A doctoral student must completed 27 dissertation credits. The only credits that will meet this requirement are 603 credits. Students can register for 603 credits after

successful completion of all required coursework. 603 credits are registered through the By Arrangement Request Form available on the School of Social Work Ph.D. program website.

SW 605 Reading and Conference: Students may register SW605 Reading and Conference with their advisor or another faculty member 1) for independent study, 2) to prepare for the comprehensive examination, or 3) to prepare for dissertation study. 605 credits are registered through the By Arrangement Request Form available on the School of Social Work Ph.D. program website.

Research in Progress (RIP) course(s): Using SW603 credits, Students are strongly encouraged to enroll Research in Progress (RIP) course(s) in the process of preparing their dissertation.

Waiver of Program Requirements

It is unlikely that a student would find it desirable to omit any element of the program. Students who are considering waiver of required courses should meet with their advisor to discuss and clarify their specific needs. The Ph.D. Program Committee must approve the petition for such a waiver. However, SW 660 Ph.D. Seminar-First Year, SW 660 Ph.D. Seminar-Second Year, and SW 650 History of Social Work Profession/al are required of all students.

Students Previously Enrolled in a Doctoral Program

Students previously enrolled and in good standing in a doctoral program at an accredited university must apply through the standard admission process. If accepted, they may transfer up to 30 doctoral credit hours. The PhD program committee will determine which, if any, credits from a doctoral level course completed prior to enrollment in this program will count toward the degree and waive a required course(s). The following principles will be considered in committee decisions:

1. **Content:** A syllabus must be provided to demonstrate that course content was roughly equivalent to that of the required course being waived.
2. **Type:** A course in the curriculum more commonly taken in other departments, such as a methods course, are more likely to be approved.
3. **Timing:** A course taken more recently (e.g., within 5 years) is more likely to be approved, unless the student can demonstrate that the content/learning of an older course has been used or applied regularly in the meantime.
4. **Performance:** A transcript must be provided to indicate the grade earned in the course being considered for credit.

However, SW 660 Ph.D. Seminar-First Year, SW 660 Ph.D. Seminar-Second Year, and SW 650 History of Social Work Profession/al are required of all students. Students must meet the Portland State University Ph.D. residency requirement, pass the comprehensive examinations of the Portland State University Ph.D. Program in Social Work and Social Research, and meet the Program's dissertation requirements.

Sample Course Map (Full-Time)

YEAR	FALL	WINTER	SPRING
1 st Year Coursework	SW 660 Ph.D. Seminar-First Year (1 credit)	SW 660 Ph.D. Seminar-First Year (1 credit)	SW 660 Ph.D. Seminar-First Year (1 credit)
	SW 630 Philosophy of Science for Social Sciences (3 credits)	SW 650 History of Social Work Profession/al (3 credits)	SW 626/PHE 626 Teaching and Learning in Health Promotion & Social Work (3 credits)
	Selected research methods/design elective (4 credits)	Selected quantitative methods elective I (4 credits)	SW 637/PSY 637 Qualitative Research Methods for Social Inquiry (4 credits)
	Selected substantive area elective	Selected substantive area elective	Selected substantive area elective
2 nd Year Coursework	SW 661 Ph.D. Seminar-Second Year (1 credit)	SW 661 Ph.D. Seminar-Second Year (1 credit)	SW 661 Ph.D. Seminar-Second Year (1 credit)
		SW 620 Substantive Area Conceptualization (3 credits)	SW 622 Substantive Area Investigation (3 credits)
	SW 640 Research Practicum (3 credits) registered in Fall and/or Winter		
	SW 690 Teaching Practicum (3 credits) registered in Fall and/or Winter		
	Selected quantitative methods elective II (4 credits) taken in Fall or Winter		
	Selected qualitative methods elective (4 credits) taken in Fall or Winter		
	Selected substantive area elective	Selected substantive area elective	Selected substantive area elective
3 rd Year Comprehensive Examination	SW 603 Dissertation (1+ credits)	SW 603 Dissertation (1+ credit)	SW 603 Dissertation (1+ credits)
4 th -5 th Year Dissertation	SW 603 Dissertation (1+ credits)	SW 603 Dissertation (1+ credits)	SW 603 Dissertation (1+ credits)

Note. Total 90 credits including 31 core credits, 16 selected research electives, 16 selected substantive area electives, and 27 dissertation credits. Most research electives are offered with 4 credits, however, some are offered with 3 or 5 credits. Using SW603 credits, Students are strongly encouraged to enroll Research in Progress (RIP) course(s) in the process of preparing their dissertation.

Full-time Course Map Description

For degree completion, students need to complete a total of 90 credits including:

1. SSW core class credits (31 credits; everybody must take; no flexibility)

First year

- Fall
 - SW 660 Ph.D. Seminar (1 credit)
 - SW 630 Philosophy of Science for Social Science (3 credits)
- Winter
 - SW 660 Ph.D. Seminar (1 credit)
 - SW 650 History of Social Work Profession/al (3 credits)
- Spring
 - SW 660 Ph.D. Seminar (1 credit)
 - SW 637/PSY637 Qualitative Research Methods for Social Inquiry (4 credits)
 - SW 626/PHE 626 Teaching and Learning in Health Promotion & Social Work (3 credits)

Second year

- Fall
 - SW661 Ph.D. Seminar (1 credit)
- Winter
 - SW661 Ph.D. Seminar (1 credit)
 - SW620 Substantive Area Conceptualization (3 credits)
- Spring
 - SW661 Ph.D. Seminar (1 credit)
 - SW622 Substantive Area Investigation (3 credits)
- SW 640 Research Practicum (3 credits): Can take either in Fall and/or Winter
- SW 690 Teaching Practicum (3 credits): Can take in Fall and/or Winter,

2. Required elective credits (32 credits; everybody must take; students can identify courses based on individual research interest)

- a. Selected research electives (16 credits): First year thru Winter of the second year
 - one 4-credit research methods/design course;
 - one 4-credit quantitative methods I (multivariate level) course;
 - one 4-credit quantitative methods II (advanced level) course; and
 - one 4-credit qualitative methods II course
- b. Selected substantive area electives (16 credits)

3. SW 603 Dissertation credits (27 credits; everybody must take; no flexibility). Using SW603 credits, Students are strongly encouraged to enroll Research in Progress (RIP) course(s) in the process of preparing their dissertation.

Sample Course Map (Part-Time)

YEAR	FALL	WINTER	SPRING
1 st Year Coursework	SW 660 Ph.D. Seminar-First Year (1 credit)	SW 660 Ph.D. Seminar-First Year (1 credit)	SW 660 Ph.D. Seminar-First Year (1 credit)
	SW 630 Philosophy of Science for Social Sciences (3 credits)	SW 650 History of Social Work Profession/al (3 credits)	SW 637/PSY 637 Qualitative Research Methods for Social Inquiry (4 credits)
	Selected research methods/design elective (4 credits)	Selected quantitative methods elective I (4 credits)	Selected quantitative methods elective II (4 credits)
2 nd Year Coursework	SW 661 Ph.D. Seminar-Second Year (1 credit)	SW 661 Ph.D. Seminar-Second Year (1 credit)	SW 661 Ph.D. Seminar-Second Year (1 credit)
	Selected qualitative methods elective (4 credits)	Selected substantive area elective (3 credits)	SW 626/PHE 626 Teaching and Learning in Health Promotion & Social Work (3 credits)
	Selected substantive area elective (3 credits)	Selected substantive area elective (3 credits)	Selected substantive area elective (3 credits)
3 rd Year Coursework	Selected substantive area elective (4 credits)	SW 620 Substantive Area Conceptualization (3 credits)	SW 622 Substantive Area Investigation (3 credits)
	SW 640 Research Practicum (3 credits) taken in Fall and/or Winter		
	SW 690 Teaching Practicum (3 credits) taken in Fall and/or Winter		
4 th Year Comprehensive Examination	SW 603 Dissertation (1+ credits)	SW 603 Dissertation (1+ credits)	SW 603 Dissertation (1+ credits)
5 th -6 th Year Dissertation	SW 603 Dissertation (1+ credits)	SW 603 Dissertation (1+ credits)	SW 603 Dissertation (1+ credits)

Note. Total 90 credits including 31 core credits, 16 selected research electives, 16 selected substantive area electives, and 27 dissertation credits. Most research electives are offered with 4 credits, however, some are offered with 3 or 5 credits. Using SW603 credits, Students are strongly encouraged to enroll Research in Progress (RIP) course(s) in the process of preparing their dissertation.

Part-time Course Map Description

For degree completion, students need to complete a total of 90 credits including:

1. SSW core class credits (31 credits; everybody must take; no flexibility) First year

- Fall
 - SW 660 Ph.D. Seminar (1 credit)
 - SW 630 Philosophy of Science for Social Science (3 credits)
- Winter
 - SW 660 Ph.D. Seminar (1 credit)
 - SW 650 History of Social Work Profession/al (3 credits)
- Spring
 - SW 660 Ph.D. Seminar (1 credit)
 - SW 637/PSY 637 Qualitative Research Methods for Social Inquiry (4 credits)

Second year

- Fall
 - SW 661 Ph.D. Seminar (1 credit)
- Winter
 - SW 661 Ph.D. Seminar (1 credit)
- Spring
 - SW 661 Ph.D. Seminar (1 credit)
 - SW 626/PHE 626 Teaching and Learning in Health Promotion & Social Work (3 credits)

Third year

- Winter
 - SW 620 Substantive Area Conceptualization (3 credits)
- Spring
 - SW 622 Substantive Area Investigation (3 credits)
 - SW 640 Research Practicum (3 credits): Can take either in Fall and/or Winter
 - SW 690 Teaching Practicum (3 credits): Can take in Fall and/or Winter,

2. Required elective credits (32 credits; everybody must take; students can identify courses based on individual research interest; can be taken Year 1-3)

- a. Selected research electives (16 credits): First year thru Winter of the second year
 - one 4-credit research design course;
 - one 4-credit quantitative methods I (multivariate level) course;
 - one 4-credit quantitative methods II (advanced level) course; and
 - one 4-credit qualitative methods II course
- b. Substantive area electives (16 credits)

3. SW 603 Dissertation credits (27 credits; everybody must take; no flexibility)

Ph.D. Program in Social Work and Social Research and Graduate Certificate in Gerontology

The Ph.D. Program in Social Work and Social Research consists of a total of 90 credits including 31 core credits, 16 selected research electives, 16 selected substantive area electives, and 27 dissertation credits. Most research electives are offered with 4 credits, however, some are offered with 3 or 5 credits. Using SW 603 credits, students are strongly encouraged to enroll Research in Progress (RIP) course(s) in the process of preparing their dissertation.

Students who are interested in pursuing **both** their Ph.D. and the Graduate Certificate in Gerontology, please contact your academic or faculty advisor or email the PhD Program at SSWPHD@pdx.edu.

The Institute of Aging (IOA) offers the Graduate Certificate in Gerontology program. There is a minimum of 18 credits, which include three core courses (11 credits), two elective courses (6-8 credits), and an internship placement **or** an independent research project (1-3 credits). To get more information and **apply for the program**, please go to <https://www.pdx.edu/ioa/apply-to-the-graduate-certificate-in-gerontology>.

For Gerontology electives there may be other courses eligible to count towards the elective requirement (e.g., aging-specific or has 'aging' as part of the course title) that are not listed in the chart. Please contact IOA for more information and approval: ioainfo@pdx.edu or 503-725-3952.

Internships or field experiences must be at an aging services program 8 hours per week for 10 weeks. Students must complete an application form for the internship and submit it to the IOA ONE TERM PRIOR to when the internship starts. The IOA director must approve all internships and independent research projects. Please go to the following link for the application and additional instructions.

<https://www.pdx.edu/ioa/intership>.

Students in the Ph.D. track may be able to fulfill this internship/independent research requirement for the certificate if their dissertation or research practicum is relevant to gerontology. That is, a dissertation topic or research practicum that has a focus on older adults. The IOA director will advise students to make sure the topic is relevant. If eligible for this exception, students would need to register separately with the IOA for a 1-credit research unit using a By-Arrangement Registration Form (AGE 602) in addition to submitting a reflective paper. If a student's dissertation topic were not relevant to gerontology, then they would have to do the field experience (AGE 504) or an independent research paper (AGE 501) separately from their program track.

Course offerings are not guaranteed and may vary by time or term. Questions about whether a course counts as an elective that is not listed on this sheet, contact the IOA for more information and approval.

Course list from the Graduate Certificate in Gerontology Program

Course offerings are not guaranteed and may vary by time or term. Contact the IOA for more information and approval if you have questions about whether a course counts as an elective that is not listed on this sheet.

FALL		WINTER		SPRING		SUMMER	
Course	Credit	Course	Credit	Course	Credit	Course	Credit
¹ AGE 501	1-3	¹ AGE 501	1-3	¹ AGE 501	3	¹ AGE 501	1-3
¹ AGE 504	1-3	¹ AGE 504	1-3	¹ AGE 504	3	¹ AGE 504	1-3
AGE 510/610	3	AGE 516 (online)	4	AGE 557/657 (online)	3	SOC 569 (online)	4
AGE 556 (online)	4	AGE 523 (online)	4	AGE 562 (online)	3		
AGE 558/658 (online)	3	³ AGE 559/659	3	PSY 562	4		
² PHE 561/661	3	AGE 560/660	3	USP 564	3		
PSY 562	4	SW 574	3				
SW 544	3	USP 585	3				
SW 569	3						

¹ Internships and Independent Research Projects can either be online or in-person.

² Course is offered irregularly on even years (e.g., 2019-20).

³Course is offered on odd years (e.g., 2018-19).

Program of Study

Course Number	Course Title	Credits
Core Required Coursework (31 Credits)		
SW 660	Ph.D. Seminar	3 (1-credit per term)
SW 630	Philosophy of Science for Social Science	3
SW 650	History of Social Work Professional	3
SW 637/PSY 637	Qualitative Research Methods for Social Inquiry	4
SW 626/PHE 626	Teaching and Learning in Health Promotion & Social Work	3
SW 661	Ph.D. Seminar	3 (1-credit per term)
SW 620	Substantive Area Conceptualization	3
SW 622	Substantive Area Investigation	3
SW 640	Research Practicum	3
SW 690	Teaching Practicum	3
Research Electives (16 Credits)		
	Research Methods/Design Elective	4
	Quantitative Methods I (Multivariate level)	4
	Quantitative Methods II (Advanced level)	4
	Qualitative Methods II	4
Gerontology Courses (18 Credits)		
AGE 558/658	Perspectives on Aging	3
AGE 556	Health Aspects of Aging	4
SOC 569 OR	Sociology & Aging	4
PSY 562	Psychology of Adult Development & Aging	
¹ AGE 510/610; AGE 516; AGE 523; AGE 557/657; AGE 559/659; AGE 560; AGE 562; PHE 561/661; SW 544; SW 569; SW 574; USP 564; OR USP 585.	Gerontology elective	3
	Gerontology elective	3
² AGE 504 or AGE 501	Internship or Independent Research Project	1 (concurrent); 3 (separate)
Dissertation Courses (27 Credits)		
SW 603	Dissertation	1+
Total Credit Load (Does not include the full 3-credit internship/research project requirement if concurrent with dissertation or research practicum; total also does not include 4-credit gerontology electives)		92

¹Gerontology electives may vary by time, term, number of credits, and by class mode (in-person or online).

²Students must **register separately** with the IOA for 1-credit if dissertation/research practicum **is** aging-related. Students register for 3-credits if dissertation/research practicum **is not** aging-related after completing an internship application form for **AGE 504 **OR** AGE 501**, and submitting it to the IOA **ONE TERM PRIOR** to when the internship is to be completed. The IOA director must approve all internships/independent research projects.

Course map for Full-Time Students (Year 1-5)

	FALL		SPRING	SUMME	NOTES
1 st Year Course Work	SW 660 Ph.D. Seminar - First Year (1)	SW 660 Ph.D. Seminar - First Year (1)	SW 660 Ph.D. Seminar - First Year (1)	³ SOC 569 Sociology & Aging (4)	Students can choose TWO electives:
	SW 630 Philosophy of Science for Social Sciences (3)	SW 650 History of Social Work Professionals (3)	SW 626/PHE 626 Teaching and Learning in Health Promotion & Social Work (3)		¹ WINTER: AGE 516; AGE 523; AGE 559/659; AGE 560/660; SW 574; or USP 585.
	Research Methods/Design Elective (4)	Quantitative Methods Elective I (4)	SW 637/PSY 637 Qualitative Research Methods for Social Inquiry (4)		² SPRING: AGE 557/657; AGE 562; or US P 564.
	AGE 558/658 Perspectives on Aging (3)	¹ Gerontology elective (3 or 4)	² Gerontology elective (3 or 4)		³ Students may take either SOC 569 OR PSY 562 to fulfill core gerontology cert. requirement
2 nd Year Course Work	SW 661 Ph.D. Seminar- Second Year (1)	SW 661 Ph.D. Seminar- Second Year (1)	SW 661 Ph.D. Seminar- Second Year (1)		⁴ May fulfill AGE 501 Independent Research Project requirement.
	AGE 556 Health Aspects of Aging (4)	SW 620 Substantive Area Conceptualization (3)	SW 622 Substantive Area Investigation (3)		⁵ PSY 562 is offered in FALL and SPRING terms.
	⁴ SW 640 Research Practicum (3)– offered in Fall and/or Winter		⁵ PSY 562 Psychology of Adult Dev & Aging (4)		
	SW 690 Teaching Practicum (3)– offered in Fall and/or Winter				
	Quantitative Methods Elective II(4)– offered in Fall and/or Winter				
	Qualitative Methods Elective II (4) – offered in Fall and/or Winter				

3 rd Year Course	SW 603 Dissertation (1+)	SW 603 Dissertation (1+)	SW 603 Dissertation (1+)		
4 th Year	SW 603 Dissertation (1+)	SW 603 Dissertation (1+)	SW 603 Dissertation (1+)		⁶ Students can complete AGE 504 OR AGE 501 in FALL, WINTER, SPRING, or SUMMER term.
	AGE 504 Internship OR AGE 501 Independent Research Project (1 or 3)				

* **PhD SW Note:** Total 90 credits including 31 core credits, 16 selected research electives, 16 selected substantive area electives, and 27 dissertation credits. Most research electives are offered with 4 credits, however, some are offered with 3 or 5 credits. Using **SW 603** credits, students are strongly encouraged to enroll Research in Progress (RIP) course(s) in the process of preparing their dissertation.

** **Certificate Note:** Total minimum of 18 credits including 11 core credits, 6-8 gerontology elective credits (e.g., any aging-specific or has “aging” in course title), and a 3-credit internship at an aging services program 8 hours per week for 10 weeks **OR** be concurrent with an aging-relevant dissertation/research practicum for 1- credit research unit with IOA in addition to submitting a reflective paper. If the student’s dissertation topic were not relevant to gerontology, then they would have to do the internship (AGE 504) or an independent research paper (AGE 501).

Course map for Part-Time Students (Year 1-5)

Y R	FALL	WINTER	SPRING	SUMMER	NOTES
1 st Year Course Work	SW 660 Ph.D. Seminar – 1 st (1)	SW 660 Ph.D. Seminar 1 st YR (1)	SW 660 Ph.D. Seminar 1 st YR (1)	¹ SOC569 SOC & Aging (4)	¹ Students may take either SOC 569 OR PSY 562 to fulfill core gerontology certificate requirements.
	SW630 Philosophy of Science for Social Sciences (3)	SW 650 History of SW Professionals (3)	SW 637/PSY 637 Qual Res. Methods for Social Inquiry (4)		
	Research Methods/Design Elective (4)	Quantitative Methods Elective I (4)	Quantitative Methods Elective II (4)		
2 nd Year Course Work	SW 661 Ph.D. Seminar- 2 nd YR (1)	SW 661 Ph.D. Seminar- 2 nd YR (1)	SW 661 Ph.D. Seminar- 2 nd YR (1)		Students can choose TWO electives: ² WINTER: AGE 516; AGE 523; AGE 559/659; AGE 560/660; SW 574; or USP 585. ³ SPRING: AGE 557/657; AGE 562; or USP 564.
	AGE 556 Health Aspects of Aging (4)	Qualitative Methods Elective II (4)	SW 626/PHE 626 Teaching and Learning in Health Promotion & Social Work (3)		
	AGE 558/658 Perspectives on Aging (3)	² Gerontology elective (3 or 4)	³ Gerontology elective (3 or 4)		
3 rd Year Course Work	⁴ SW 640 Research Practicum (3)–offered in Fall and/or Winter		SW 622 Substantive Area Investigation (3)		⁴ May fulfill AGE 501 Independent Research Project requirement. ⁵ PSY 562 is offered in FALL and SPRING terms.
	SW 690 Teaching Practicum (3)–offered in Fall and/or Winter		⁵ PSY 562 Psychology of Adult Development& Aging (4)		
	⁵ PSY 562 Psychology of Adult Development & Aging (4)	SW 620 Substantive Area Conceptualization (3)			

4th Year (Comps Exam)	SW 603 Dissertation (1+)	SW 603 Dissertation (1+)	SW 603 Dissertation (1+)		
5 th -6 th Year (Dissertation)	SW 603 Dissertation (1+)	SW 603 Dissertation (1+)	SW 603 Dissertation (1+)		⁶ Students can complete AGE 504 OR AGE 501 in FALL, WINTER, SPRING, or SUMMER term.
AGE 504 Internship OR AGE 501 Independent Research Project (1 or 3)					

* **PhD in SWSR Note:** Total 90 credits including 31 core credits, 16 selected research electives, 16 selected substantive area electives, and 27 dissertation credits. Most research electives are offered with 4 credits, however, some are offered with 3 or 5 credits. Using **SW 603** credits, Students are strongly encouraged to enroll Research in Progress (RIP) course(s) in the process of preparing their dissertation.

** **Certificate Note:** Total minimum of 18 credits including 11 core credits, 6-8 gerontology elective credits (e.g., any aging-specific or has “aging” in course title), and a 3-credit internship at an aging services program 8 hours per week for 10 weeks **OR** be concurrent with an aging-relevant dissertation/research practicum for 1- credit with IOA in addition to submitting a reflective paper. If the student’s dissertation topic were not relevant to gerontology, then they would have to do the internship (AGE 504) or an independent research paper (AGE 501).

PH.D. ACADEMIC POLICIES AND PROCEDURES

The following outline summarizes the Portland State University procedural requirements for doctoral degrees.

Pre-Candidacy for Degree

1. After admission to a specific program, each student is assigned to a faculty adviser by PhD Program Director. A preliminary course of study may be developed in consultation with the adviser and the program director.
2. If transfer courses (courses taken at any time from another regionally accredited institution) are to be included on the program of study, the Proposed Transfer Credit form (GO-21D) must be filed in GS for approval. It is strongly suggested that this form be submitted early in the student's program.
3. The doctoral residency requirement can be satisfied in one of the following ways:
 - Three terms of full-time enrollment (minimum 9 graduate credits applicable to the degree program each term) during the first two years after admission to the program. This may include one or more summer terms.
 - Six terms of part-time enrollment (minimum 1 graduate credit applicable to the degree program each term) during the first two years after admission to the program. This may include one or more summer terms.
 - A doctoral student who was enrolled in the same major at PSU, and whose matriculation to the doctoral program immediately follows (within one calendar year) the master's degree program, may fulfill the residency requirement during the period in which the student was enrolled in the master's program.
4. A program of study is determined by the student in consultation with the program director. The program of study is tracked in DARS using the official degree requirements approved for the degree by catalog year. All course work required for the degree must be completed before a student can be advanced to candidacy. The program of study is verified in DARS by GS before the student is advanced to candidacy. For students entering a doctoral program with a master's degree, a maximum of five years will be allowed from admission to completion of all required comprehensive examinations. For students entering with a bachelor's degree, a maximum of two additional years will be added to this limit, for a maximum of seven years from admission to completion of all comprehensive examinations.
5. The comprehensive examinations are scheduled and administered in accordance with established rules of the program. The results of the examination are reported to GS using the Report on Passing Comprehensive Examinations (GO-22). Students have a maximum of three years from the completion of comprehensive examinations to advancement to candidacy.
6. After passing the comprehensive examination and identifying a dissertation topic, a dissertation committee is appointed and the student must pass a proposal defense. The dissertation committee must be approved by GS using the Appointment of Doctoral Dissertation Committee form (GO-16D).

7. The proposal meeting must take place in a formal meeting of the entire approved dissertation committee; the student will make an oral presentation of the written proposal. The doctoral program recommends the student for advancement to candidacy with the (GO-23) form once the dissertation proposal has been approved.
8. After proposal approval, Human Subjects Research Review Committee (HSRRC) approval must be obtained if human subjects are involved in the research in any way. The student must work with his or her adviser on this as only PSU faculty can submit HSRRC applications. A student cannot be advanced to candidacy until HSRRC approval is granted.
9. The student is informed by the Dean of Graduate Studies of advancement to candidacy for the doctoral degree. The candidate has a minimum of four months and a maximum of five years from the effective date of advancement to candidacy to complete all requirements for graduation, including defense of the dissertation and its final acceptance by GS. Candidates must be continuously enrolled during that period.

Candidacy for the Degree

1. Ph.D. students must register for a minimum of 27 hours of dissertation (603) credits before graduation. A minimum continuing enrollment of one graduate credit is required through the term a student graduates.
2. Under direction of the chair of the dissertation committee, and in consultation with the members of the dissertation committee, the candidate prepares a preliminary draft of the dissertation. The draft is revised and corrected as directed by the dissertation committee until it meets the approval of the committee.
3. The candidate files the Application for Awarding of Doctoral Degree form with GS no later than the first week of the anticipated term of graduation.
4. After preparation of the written dissertation, the candidate's dissertation committee will conduct a dissertation defense. A dissertation defense may be scheduled only during the regular academic terms, at least five weeks prior to the end of the term of anticipated graduation. For summer term graduation, deadlines apply to the regular eight-week Summer Session. The student must deliver a final draft of the dissertation to all members of the approved committee no fewer than two weeks before the dissertation defense. All committee members or alternates approved in advance by GS must be present for the dissertation defense.
5. The final, approved dissertation must be submitted to GS not later than three weeks prior to the close of the term of application for graduation. For details about formatting, submission, and specific deadlines, see the Thesis and Dissertation section of the GS website.
6. Outstanding grades for all courses being used in the degree program (except 603 Dissertation credits) must be submitted by the instructor directly to the Office of the Registrar.

7. All M (Missing) grades in graduate courses that could potentially be letter graded must be removed before graduation, even if the courses are not applied to the student's degree program.
8. The doctoral program completes the Recommendation for the Degree form (GO-17D) which is forwarded to GS. In-progress grades for 603 dissertation credits are changed on this form, eliminating the need for Supplemental Grade Reports for these courses.
9. GS verifies that all requirements for the degree have been met and awards the degree. You will be notified by email when your degree has been awarded.
10. Diplomas are generally mailed within 2-3 weeks after the degree is awarded, except for fall term which will take 4-6 weeks due to holiday closures. Find additional information about diplomas. Please note that commencement is not the same as graduation. Doctoral students must be certified by GS in order to participate in the PSU Spring Commencement ceremony.

Enrollment Policies

1. PSU requires that graduate students who are involved in activities requiring faculty time or the use of University facilities register every term (excluding summer). Once admitted to candidacy, a student must be continuously enrolled for a minimum of one graduate credit every term (excluding summer) through graduation.
2. A minimum of one graduate credit of registration is required in any term (including summer) when students are completing comprehensive examination; when holding a thesis/dissertation proposal or defense; and in the term of final thesis/dissertation submission and graduation.
3. Students who have not enrolled for three terms (excluding summer) consecutively will be out of the status and need to submit a department approved Graduate Re-enrollment request to the Graduate School.

Good Academic Standing Policy

Cumulative GPA for each student in the PhD Program in Social Work and Social Research will be calculated and reviewed at the end of each term of enrollment. Any student who is not in good academic standing, as evaluated at the end of each term, shall be considered on probation for the following term. Good academic standing requires a minimum 3.0 GPA for each term as well as a cumulative GPA of 3.00 or higher throughout the PhD Program. A course in which a grade of C is earned must be repeated and a grade of B or better must be earned. Students may exercise the repeat option only once.

Notification of probation shall be made to the student in writing by the PhD Program Director, with a copy to Associate Dean of Academic Affairs at the School of Social Work. Students on probation may only enroll in graduate courses that are part of the approved degree program requirements as specified by the PhD Program Handbook. At the end of each probationary term,

the PhD Program Director shall recommend, in writing, to the Associate Dean of Academic Affairs one of the following:

- Removal from probation;
- Continued probation; or
- Dismissal from the degree program

Students who receive a GPA below 3.00 for two consecutive terms will be prevented from registering for courses without a permission of the Associate Dean of Academic Affairs. The Ph.D. Program Director will notify the Dean of the Graduate School in cases of academic dismissal. Students dismissed from the Program will need to reapply for admission and meet the admission criteria in place at that time. A student's probation record shall be considered as part of admission criteria in place at the time for admission to any graduate programs at PSU.

Academic Probation

All students admitted to PSU graduate programs must maintain Good Academic Standing. Otherwise, students are placed on academic probation. While on academic probation a student will NOT:

- be permitted to graduate,
- to be admitted to a new or different graduate certificate or degree program,
- to be advanced to doctoral candidacy,
- to have a thesis or dissertation committee appointed,
- to receive or continue to hold a graduate assistantship, or
- to register for more than a total of 9 credit hours in any term.

A student is removed from academic probation if the student's cumulative graduate GPA is brought up to 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status.

Leave of Absence

A student in good academic standing may petition to the Program Director through the advisor for a leave of absence for up to one calendar year. A petition must be filed at the Ph.D. Program office during the first week of the term that the student is taking the leave of absence. The Ph.D. Program office will submit the form at the Graduate School (GS). A petition may be granted by GS depending upon individual circumstances. GS does not approve a leave of absence retroactively. A leave of absence does not constitute a waiver of the time limit for completion of the graduate degree at PSU, nor does it extend the regular one-year limit for completion of a course. You can download a leave of absence request form from the Ph.D. Program website.

Returning from a Leave of Absence

A student planning to return from an approved leave of absence should inform the Ph.D. Program office when they plan to return.

Withdrawal from School

Students accepted and enrolled in the Ph.D. Program who terminate their program prior to completion are expected to submit a written statement of intent to withdraw. The statement should be submitted to the student's adviser as soon as a decision is made and no later than the intended date of withdrawal. The adviser will notify the Ph.D. Program Office so that school records will reflect the student's withdrawal. A copy of the student's withdrawal will be placed in the student's file. It will be necessary for a student who withdraws from the Ph.D. program without a leave of absence to reapply for admission should they wish to return for further study. Although a student is not required to request approval to withdraw from the School of Social Work, failure to notify the School will adversely affect any future request for further study in the School and/or letters of reference. It is the student's responsibility to contact the Registrar's Office of the University and notify them of the intent to withdraw.

Return of Student Who Has Withdrawn

The individual petitioning to return after withdrawal must go through a competitive admissions process. The individual must prepare a written statement requesting to be re-admitted, outlining circumstances of why the student left the program, and why the student is ready to return. A plan for completion of the program must be submitted. The previous course work for credit will be considered by the Ph.D. Program Committee. The previous academic progress for credit will be evaluated by the Graduate Council.

PROGRESSING THROUGH SSW PH.D. PROGRAM

Academic Timeline

The following chart is an example of how a student is expected to progress through the Ph.D. Program enrolled full time.

REQUIREMENT	1 ST YEAR	2 ND YEAR	3 RD YEAR	4 TH -5 TH YEAR
Course Work	Courses to meet degree requirement		Register for SW 603	Register for SW 603
Committee Formation	Working with academic advisor	Working with academic advisor	Dissertation Committee	
Academic Progress			Complete comprehensive examination Defend dissertation proposal	Complete dissertation study and defense

Although the time needed to complete all requirements varies, in general, students take four to five years in degree completion. In addition to completing course requirements and comprehensive exam, students are encouraged to get started with research agenda as soon as possible. This includes exploring your research areas, identifying research topics, getting to know your research community, attending professional conferences in your research area, and doing research and disseminating findings. An important first step towards achieving this goal is to start meeting with your adviser regularly, integrate yourself into a research group of interest as soon as possible, and keep connected with Ph.D. Program Office.

Annual Review of Student Progress

An annual review of the student’s progress occurs by the Ph.D. Program typically at the end of academic year. When necessary the Program Director will consult with the Ph.D. Program Committee about specific annual reviews when a student is not progressing through the program in a satisfactory manner (see below for examples). The student and/or student’s advisor may be asked to participate in the consultation. The following is a list of the conditions that may be used in determining if a student’s progress warrants consultation with the Ph.D. Program Committee:

- Students on academic probation or carrying two or more Incompletes or Xs on their transcripts;
- Continuing students four or more years past their admission year who have not completed their comprehensive examinations;

- Continuing students five or more years past their admission year who have not defended their dissertation proposals or advanced to candidacy;
- Continuing students four or more years past their admission year who have completed comprehensive examinations and have not defended their dissertations;
- Continuing students seven or more years past their admission year have not defended their dissertations;
- Students currently on leave of absence or not continuously enrolled; and
- Students requesting that the Committee review their records, or if an advisor or the Program Director suggests a formal review (may be requested at any time).

Students and their advisors will be notified when the review will occur and may attend the meeting if they choose. The Program Director will request written statements about the student's status from both the student and advisor prior to the review date. Additional materials may be requested, including, but not limited to, current transcripts and other relevant documents. The Ph.D.

Committee will review the materials and discuss the student's status. The student and advisor will be notified in writing of the Committee's decision. Following the review, a written letter, including the reason for the review, the process, the outcome, including recommendation for dismissal, and relevant recommendations or conditions and timeframe for continuation, will be completed by the Program Director. A copy of the letter will be sent to the student and the student's advisor, as well, a copy will be placed in the student's file.

ADVISING STUDENTS

Academic Advisor

The University requires that new, incoming students be assigned a faculty advisor, designated by the Program Director. The faculty advisor is assigned based on the interests expressed by the student in the application materials and expertise, interests, and availability within the faculty. Once the match has been made, the student will be notified and the advisor will meet with the student in regular consultation concerning the program of studies and research. The Advisor has the following responsibilities:

- Educational planning: The advisor should meet with the student as needed and at least once per term. The advisor should help the student to make progress through the program, and help the student to obtain desired experiences in classes, research, publishing, and teaching, and to prepare for comprehensive examination.
- Referral to other faculty members: The advisor discusses research interests with the student and suggests to the student names of those faculty members who are likely to have expertise in the student's substantive field of interest. Students are expected to use their initiative in developing relationships with faculty at the school and the University who share their theoretical and research interests.

Dissertation Committee

All committee members must have a doctoral or equivalent degrees (e.g., Ph.D., JD, MD, EDD). The dissertation committee must consist of four to six PSU faculty members including the dissertation advisor (chair), a minimum of two and a maximum of four regular members, and the Graduate Office Representative. The specific eligibilities are listed below:

- The chair of the dissertation committee must be regular, full-time instructional faculty from the School of Social Work, tenured or tenured-track, assistant professor or higher in rank;
- One of the regular members must be a Ph.D. faculty from the School of Social Work with .5 FTE or above. If it is necessary to go off-campus for remaining committee members with specific expertise not available among PSU faculty, curriculum vitae for that proposed member must be presented with the GO-16D form. No proposal defense shall be valid without a dissertation committee approved by GS; and
- The Graduate Office Representative must be regular, full-time PSU instructional faculty from outside the School of Social Work, tenured or tenure-track, assistant professor or higher in rank.

It is the student's responsibility, in consultation with the dissertation chair, to select potential Graduate Office Representatives. GS will appoint their representative to the Dissertation Committee. GS requires that the Graduate Office Representative has served on at least one PSU dissertation committee. The Graduate Office Representative may not be the student's employer or

GRA supervisor. Two suggestions for the Graduate Office Representative are submitted, in priority order, to GS along with Dissertation Committee members. The person selected is contacted by the GS and the appointment is not made until the person accepts.

Dissertation Committee Approval and Appointment

When the student has ascertained the willingness of the persons described above to serve on the Dissertation Committee, the Appointment of Doctoral Dissertation Committee form (GO-16D) is completed. A student must be in Regular status in order to have a dissertation committee appointed. The Dissertation Committee must be officially constituted before the proposal defense takes place. The GO-16D form should be submitted to the Graduate School (GS) a minimum of six weeks in advance of the estimated date of the dissertation proposal meeting.

Once GS receives the properly completed GO-16D form and has the acceptance of the Graduate Representative, they will approve the committee. Copies of the appointment letter and the approved GO-16D will be sent to the Graduate Office Representative, the dissertation chair, the doctoral program, and the student. Once the dissertation committee is constituted, if any change needs to be made in its membership, the student must first get authorization from the Program Director before submitting the request to GS. The dissertation chair serves as the student's academic advisor from the time of appointment. The chair will assume primary responsibility for working with the student during the execution of the dissertation work, and will help make full use of the contributions of other committee members.

Change in Advisor and Committees

It is a responsibility of the student to inform the Ph.D. Program Office when changes in Academic Advisor and Dissertation Committee occur. Change of Academic Advisor must be approved by the Program Director. Any change in Dissertation Committee must be approved by the Program Director and Graduate School. Contact the PhD Program Office for more information.

COMPREHENSIVE EXAMINATION

This policy is effective to students from Cohort 2017. However, students who were admitted before AY2017-2018 are eligible by individual request.

Students must take the comprehensive exam within two years after their course work is completed. Comprehensive exams will be offered only in fall term and spring term and students must be enrolled in the term during which they will be completing the comprehensive exam. The Ph.D. Program will organize a Q & A session in the beginning of the term that exams are taking place. The examination is written and it consists of questions in three subject areas including theory, research methods, and substantive area.

About six weeks prior to each exam, the Ph.D. program director will call for comprehensive exam questions for each subject area from the following three different sources.

- Respective advisors (e.g., doctoral class instructors, academic advisor) will develop a set of questions that specifically address student's research interest;
- PhD program committee will develop generic/overarching questions that are relevant for all students who will take the exam of the year; and
- Each current student will develop questions specifically relevant to their research interest.

The Ph.D. Program Committee will select the submitted questions. Among those selected questions, students can choose three questions to answer in each subject area (one question per each source). Students' answers should be comprehensive and robust; the Ph.D. Committee will evaluate answers.

Students will be allowed to bring a one-page reference document per each subject to the exam. Internet access will not be granted during the exam. Students will take the three subject areas separately—one area per day from 9 am to 4 pm (7 hours including one hour for lunch break). Students can take all three areas in one term or by their preference. If the students fail the entire comprehensive exam or any sections thereof, they are allowed within the two year window to repeat the areas which they fail. The results of the second examination are final.

Prior to the exam, students who need an accommodation from the PSU Disability Resource Center (DRC) must be registered with DRC. The Ph.D. Program will provide a designated room at the School for the exam.

DISSERTATION

Dissertation Proposal and Advancement to Candidacy

When a student has successfully completed the comprehensive examination process, the Ph.D. Program Office notifies the Graduate School (GS) by submitting the GO-22 form. It is only after this document has been received by GS that a student can officially form a dissertation committee.

Dissertation Proposal

After Dissertation Committee is appointed, the student completes the final writing of the proposal. In this formative stage, the chair and the student may prefer to work closely together, giving drafts to other committee members as the proposal nears completion. Alternatively, some dissertation chair and students prefer to involve committee members in the development of the proposal. The student must deliver a draft of the dissertation proposal to all members of the approved committee no fewer than 14 days before the proposal defense. A written dissertation proposal shall be presented to the dissertation committee for discussion, evaluation, and suggested modifications.

Proposal content. The final proposal submitted to the committee for approval should be sufficiently detailed and clear to provide a blueprint for the study to follow. The proposal and final dissertation must conform to the current APA style. The proposal is expected to include the following:

- The general nature and current knowledge status of the problem under study; The theoretical and empirical framework within which the proposed problem exists; The significance of the proposed research and its likely contributions; and
- The research methodology to be used.

Agency agreements. Dissertation proposals that are based on data collected from agencies and research projects external to the School of Social Work must be accompanied by letters of agreement from the agency or project directors that assure the Ph.D. candidate will have access to the data proposed for use in the dissertation. These letters will be presented to the Ph.D. Program Director prior to the dissertation proposal defense and will be kept in the student file.

Proposal Defense

Scheduling. When the chair, committee members and the student decide that the proposal is complete, the oral defense of the dissertation proposal is scheduled. The student or dissertation chair must find a time when all committee members can attend, and schedule four weeks in advance. The proposal defense must be scheduled only during the regular University quarters including final examination week. Without an extraordinary condition, any proposal defense shall not be scheduled during summer break.

All dissertation committee members must be present. With prior notification, a regular committee member(s) may participate remotely via internet. Committee members should receive the final draft of the proposal at least two weeks before the proposal defense.

Once the Ph.D. Program Office is notified by the student of the day and time, a room will be scheduled. One day before the defense, the student should send a reminder to all the committee members of the time and location of the defense. After the dissertation proposal presentation, committee members may approve (or disapprove) the proposal, or may ask for modifications prior to approval.

Human Subjects Research Review Committee (HSRRC)

After the dissertation proposal has been successfully defended and received committee approval, the student must submit the HSRRC Application. All research involving human subjects conducted by faculty, staff, or students in any program at PSU must have prior approval of the Human Subjects Research Review Committee. This policy applies to all research under the auspices of the university, including survey and questionnaires, whether supported by grant, contract, gift,

University, or personal funds. Even if a student's research is exempt from full Human Subjects Research Review Committee review, the student must still file an application (Review Not Required form); the decision to waive review is made by the HSRRC Chair or a designated HSRRC member. Please visit the PSU Research and Strategic Partnerships website (www.pdx.edu/research) and click on the link to Research Integrity to find relevant information on HSRRC policies, procedures and forms. No data may be collected until HSRRC Committee approval is obtained. Student should allow a minimum of six weeks for the approval process.

Dissertation Research and Writing

University requirements. Before writing the dissertation, the student should become familiar with all the University's policies and standards for the dissertation. It is advisable for the student to review all relevant policies and meet with the Assistant Director of Graduate Academic Services at GS.

Process of dissertation work. The dissertation is a scholarly document that sets forth the results of the candidate's original and independent investigation. The final manuscript must constitute a contribution to knowledge, significantly enlarging, modifying, or reinterpreting what was previously known; and be written in acceptable form. After the successful defense of the dissertation proposal and advancement to candidacy, changes in the original proposal are permitted, but the student is expected to provide a sufficiently complete formulation of the proposal before approval and to keep modifications to a minimum. All major modifications of the approved dissertation proposal must be reviewed and approved by the student's dissertation committee and the HSRRC.

Committee guidance. Students should work closely with and obtain guidance from all members of the dissertation committee throughout the process of the dissertation. Although the primary contact is typically with the dissertation chair, other committee members should have the opportunity to read sections of the dissertation and give their comments as the dissertation develops. It is the responsibility of the chair to assist the student in developing a dissertation that incorporates, to the extent possible, the ideas of all committee members. If conflicting advice is offered the student, the chair will work with student and committee members to achieve agreement. The chair coordinates with other committee members for reading early and final drafts of the dissertation, and for the final defense of the dissertation. The dissertation draft is revised and corrected as directed by the dissertation committee until it meets the approval of the committee. Students should anticipate that committee members will need at least two weeks to read and comment on any part of the dissertation.

Dissertation Defense

The final doctoral oral examination is the culminating experience in doctoral studies. The oral dissertation defense is a forum in which the student presents the completed dissertation and demonstrates knowledge of the field of specialization as it is related to the dissertation.

Dissertation defense timeline. When all committee members agree that the dissertation manuscript represents the highest level of scholarship, both in substantively and stylistically, the student is ready to begin planning a dissertation defense; typically, one academic quarter away from completion of the degree. The dissertation defense may be held no later than five weeks prior to the conferring of the degree and only when all coursework and residence requirements have been met. The dissertation defense shall be scheduled only during the regular University quarters or, if necessary, during the 8week summer session.

No later than the first week of the anticipated term of graduation, the Candidate must:

- Be fully aware of all the University's graduate candidates' deadlines for the year,
- File the Application for Awarding Doctoral Degree form with GS.

At least one month prior to the defense, the Candidate must:

- Notify in writing Ph.D. Program Office about the upcoming defense;
- Identify and coordinate a day and time when all dissertation committee members, including the Graduate Representative, and Ph.D. Program Director are available for the dissertation defense;
- Prepare a dissertation abstract and provide a copy to the Ph.D. Program Office for distribution with the defense notification; and
- Notify the Ph.D. Program Office of the day and time, who will secure a room and send out a notice of the defense and the dissertation abstract.

At least two weeks prior to the final oral examination, the Candidate must:

- In consultation with the dissertation chair, submit copies of the final dissertation draft to each member of the committee, and the Ph.D. Program Director. The dissertation should be properly formatted prior to this submission, with all tables, references, and appendices attached. If no changes are required after the defense, the dissertation should be ready to submit to the graduate office in electronic form.

One week before the defense, the Candidate should:

- Send an email reminder to all the committee members and Ph.D. Program Director of the time and location of the defense.

Dissertation defense procedure. All committee members, or alternates approved by the Dean of Graduate Studies, must be present at the defense. In the rare instance that an absence cannot be avoided, the following applies:

- Off campus (non PSU faculty) members need not be replaced;
- All other committee members must be replaced; and
- In both instances a letter must go to the Graduate School with an explanation and a request for permission to replace committee member for the defense.

Dissertation defenses are scheduled for 3 hours. The Candidate is expected to prepare and present orally a formal statement on the research methodology and results. The statement should not exceed 30 minutes. Questions from the dissertation committee, or from the audience, may range from asking for explanations of decisions regarding theory, statistical procedures, etc., to asking for elaboration of methodology and findings, to asking for the student's speculation about the meaning and/or practical importance of findings. The questioning and discussion are for the purpose of: 1) further enlightenment of the candidate and the committee of the significance and limitations of the research, and 2) demonstration that the candidate meets the high expectations of the University for the awarding of the doctoral degree. The Candidate must defend the dissertation as a worthy contribution to knowledge in its field and must demonstrate a mastery of the field of specialization as it is related to the dissertation.

The defense is conducted in a businesslike, professional manner. Refreshments of any kind are not to be provided by anyone for a dissertation defense, nor should individuals attending the defense bring in refreshments, even if for personal consumption.

Agenda for dissertation defense.

- Ph.D. Program Director begins the meeting by welcoming all in attendance and briefly describing the purpose of the dissertation defense and the process before introducing the dissertation committee chair. The chair invites the committee members to provide self-introductions, and then facilitates the defense process.
- The candidate presents a summary of the dissertation, for approximately 30 minutes, typically using Power Point slides.
- The dissertation chair facilitates the committee's examination process. Each committee member asks several questions of the candidate about the dissertation. The candidate should not know in advance the exact questions that will be asked.
- After the committee members have had sufficient time, approximately 60-90 minutes, to query the candidate and do not have further questions, the audience is invited by the chair to ask questions of the candidate. The question period should end at least a half hour before the scheduled end of the meeting.
- The chair asks the audience and candidate to leave the room. The committee deliberates about the candidate's performance and each member votes to pass or fail behind closed doors. Relevant PSU forms recording the vote may be signed at this time.
- If substantial revisions on the manuscript are necessary, signatures on the dissertation page can be obtained at a later date.
- The candidate is invited by the chair back into the room, and is then informed of the committee's decision and any suggestions for final revisions of the dissertation.

Committee Approval Process

Oral defense. At the time of the defense, the dissertation committee signs the form Doctoral Recommendation for the Degree (GO 17-D) in which they note “pass” or “fail” for the defense. For dissertation approval there may be no more than one dissenting vote from the dissertation committee members. The Graduate Office Representative must approve the dissertation for the defense to be successful. If the oral defense is not satisfactory, the dissertation committee may recommend that the Dean of Graduate Studies permit the candidate to take another oral examination after a minimum of three months. The results of the second defense are final.

Dissertation manuscript. The committee may find the dissertation manuscript satisfactory, may ask the student to modify parts of a dissertation after the oral defense, or may ask the student to make major changes. Typically, if the manuscript is satisfactory or only minor changes are needed, the committee members sign the Dissertation Signature Page. If major changes are needed, the committee members should not sign the page until after they have seen the final changes. Committee members should have at least two days in which to review minor changes; longer if changes are more extensive. Committee members should not sign the signature sheet until satisfied that the dissertation is complete. It is the chair’s responsibility to ensure that the Candidate makes the necessary changes, minor or major.

The candidate may receive a “fail” from one committee member, but the Graduate Office Representative must give a “pass” in order for the defense to be successful. The chair, not the student, returns this form to the Ph.D. Program Office for additional necessary signatures and submission to the GS. The final dissertation must be submitted to GS not later than three weeks prior to the close of the term of application for graduation. Once GS has accepted the final version of the dissertation, the student has to get one copy bound and submit this to the Ph.D. Program Office for its archives (Contact the Ph.D. Program Office for details on this process).

Commencement and Alumni Status

Commencement. Students receiving a doctoral degree are individually recognized at the University commencement ceremonies. They are hooded by the dissertation chair and congratulated by the Dean of the School of Social Work and/or the Dean of Graduate Studies. The Ph.D. Program Office provides graduating students with the information about the PSU Commencement Ceremony every spring term.

Alumni. After graduation, alumni of the Ph.D. Program are asked to keep their contact information current with the Ph.D. Program office as well as the PSU Foundation so they may keep in touch with our Program and School. The Ph.D. Program and the School welcome continuing input, dialogue and support from our alumni.

STUDENT LIFE

Students are responsible for following the University's and the School of Social Work's policies and procedures regarding student life. These policies and procedures can be found in the Portland State University Bulletin as well as on the PSU Student Conduct website. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or the assertion that an administrator, faculty member, site coordinator or other authority, did not inform them. All students are expected to familiarize themselves with these policies.

Student Rights, Freedoms, and Responsibilities

Portland State University's policy statement on the rights, freedoms, and responsibilities of students describes general policies, which pertain to the academic freedom of students in the university community. These include:

- Access to the University,
- Student, Faculty, and Staff Relationships,
- Student Records,
- Student Affairs, and
- Student Conduct.

The policies of the University governing the rights, freedoms, responsibilities and conduct of students are set forth in the Portland State University Code of Student Conduct and Responsibility which has been issued by the president under authority of the Administrative Rules of the Oregon State Board of Higher Education. Observance of these rules, policies and procedures helps the University operate in a climate of free inquiry and expression and assists it in protecting its academic environment and educational purpose.

The student is responsible for knowing all regulations and procedures required by the University and the School of Social Work. These regulations and procedures are to be found in the Portland State University Bulletin, the School of Social Work Bulletin, and the School of Social Work Ph.D. Program Handbook as well as on the Dean of Student Life website: <http://www.pdx.edu/dos/>. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or of the assertion that the student was not informed by a faculty adviser or other authority.

Student Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. It is important for students to understand that the University can release certain student information, including name, address, and home phone number, without obtaining active consent. Information about this policy is outlined at Student Records Privacy and students can request to make their records private as outlined in Student Records Privacy Request.

Students are required to complete the creating a safe campus module which is on your D2L. The module and accompanying exam will take approximately 45 minutes to complete. At the

conclusion of the module, students should be aware of internal and external resources, reporting options, and PSU's policies and codes regarding gender discrimination, sexual harassment, sexual misconduct, sexual assault, dating violence and domestic violence. Learn more about Safe Campus Module at (<https://www.pdx.edu/sexual-assault/safe-campus-module>).

PSU Student Code of Conduct

Portland State University has adopted a formal Code of Student Conduct which is administered by the PSU Office of Enrollment Management and Student Affairs, 433 Smith Memorial Student Center. PSU has also created an Alcohol and Drug-Free University Policy.

PSU Office of Equity and Compliance (<https://www.pdx.edu/diversity/equity-compliance>)

PSU Office of Equity and Compliance has adopted formal policies to prevent discrimination and harassment. Discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, genetic information or in the use of Worker's Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act is strictly prohibited by PSU policy. The Office of Equity & Compliance 1) Investigates complaints of prohibited discrimination and harassment, 2) Ensures compliance with federal and state affirmative action and equal opportunity laws and regulations, 3) Ensures compliance with the Americans with Disabilities Act and its amendments, as well as Section 504 of the 1973 Rehabilitation Act, and 4) Oversees Title IX compliance.

All students, faculty, staff, and field instructors are expected to be familiar with the following policies:

- Policy Concerning Consensual Relationships
- Equal Opportunity Statement
- PSU Assistance Animal Policy
- Prohibited Discrimination and Harassment Policy (including sexual harassment)
- Reasonable Accommodation/Access Policy
- Religious Accommodation
- Student Pregnancy and Postpartum Assistance and Accommodations Procedure

PSU Mandatory Child Abuse Reporting

All employees of the university are considered mandatory child abuse reporters. This requires that faculty and staff immediately report to the Department of Human Services (DHS) or law enforcement if we have “reasonable cause to believe” that any child with whom we come into contact has suffered abuse, or that any person with whom we come into contact has abused a child. For more information about Oregon’s mandatory reporting requirements please review the follow website and video. http://www.oregon.gov/dhs/abuse/pages/mandatory_report.aspx

SSW Internal Safety Issues Policy Statement

Safety is a priority at the School of Social Work. This means that concerns about safety are taken seriously. If any person believes there is an immediate threat to safety, the Campus Public Safety Office should be contacted. Call 503-725-4404 or 911. In other issues of safety, including actions or behaviors that raise concern, faculty, staff, or students will consult with the appropriate program director and weigh the matter within the parameters of professional behavior and ethics as well as student conduct, if appropriate. In addition, the assistance of School and University resources may be needed when safety is a concern. The School resources include but are not limited to: the student handbooks of the School of Social Work, the NASW Code of Ethics, other faculty, a student's advisor, the PhD Committee, the MSW Student Affairs Committee of the SSW, the BSW Committee, and the Child and Family Studies Committee. PSU resources include the PSU Student Conduct Code, Campus Public Safety, Student Health and Counseling, and the University Students of Concern Committee.

Visitors to the SSW or any program of the school may be asked to sign in at the reception/front desk. PSU students and employees are expected to have PSU identification if requested. Please take time to look at the following websites.

- Portland State University's Campus Public Safety Office Website at <http://www.pdx.edu/cpsu/alert-notification-system>. If you click on PSU Alert Notification System, you will find information about the 3n system for emergency notification. The SSW recommends that all faculty, students, and staff consider joining this system in order to be made aware of campus emergencies.
- School of Social Work Safety webpage at <https://www.pdx.edu/ssw/safety-resources>.

Financial Support and Assistance

Financial aid in the form of grants, scholarships, fellowships, low interest loans and graduate assistantships are available through various programs of the state and federal government, public and private foundations, the University, and the School. Students are strongly encouraged to pursue external and University scholarships to obtain support for their doctoral education. PhD students should note that there are a number of sources for funding for dissertation research. When opportunities are publicized, notice usually is made through the PhD Google Group. For more information about financial support and assistance through the School of Social Work, the Graduate School or Portland State University, please visit the websites listed below.

School of Social Work:	http://www.pdx.edu/ssw/ssw-scholarships
Graduate School:	www.pdx.edu/ogs
Portland State University:	http://www.pdx.edu/finaid/

Graduate student assistantship and tuition remission. Graduate assistantships provide partial remission of the instructional fee portion of the tuition (tuition remission) and a stipend on a regular periodic basis as compensations for the service provided each term of the appointment. There are

three types of assistantships: teaching, research, and administrative. You must be a full-time graduate student in good academic standing to begin and maintain an assistantship. Questions about graduate assistantships for doctoral students in the Ph.D. in Social Work and Social Research Program should be directed to the Ph.D. Program Director.

External funding and scholarships. Students are strongly encouraged to consult the NASW Foundation Fellowship, Scholarship, and Research Awards for information about scholarships that are available to doctoral students in social work. Check the funding opportunity from GADE social work at <http://www.gadephd.org/Doctoral-Students/Funding>.

Participation in the Governance of the School

Ph.D. Student Social Work Association (PSSWA). Student life is an important component of the program. The Ph.D. Student Social Work Association (PSSWA) was formed in 1998 to provide support for all Ph.D. social work students and to provide students with a collective voice and a forum for discussion as well as a means for action and input into student affairs and program issues. All Ph.D. students are automatically members with no dues required. During spring of each academic year, coordinated by current year student representatives, a survey will be held to elect two students for the following academic year to represent the SSW Ph.D. student body. The student representatives serve on the Ph.D. Program Committee for one year (can be re-elected), regularly attend committee meetings, and participate in all actions of the Committee except the appeal of comprehensive examination grades. Student representatives provide program updates to other Ph.D. students and ask for feedbacks. Student representatives also work with the Program Director 1) to match up first year students with continuing students with the purpose of peer support, and 2) to organize the Ph.D. Program Welcoming.

Student Resources

PSU resources. Portland State University provides a full range of student support services including: a writing laboratory, computer labs, housing services, counseling and psychological testing, student employment and career placement, legal services, services to students having disabilities, and international student services. Information about the full range of student resources is available on the following PSU website: <http://www.pdx.edu/dos/student-resources>

Disability Resource Center. PSU is committed to providing accommodations for students who have disabilities which will equalize their ability to compete with other students in academic classes and which will ensure physical access to student activities or university sponsored events. The DRC will provide a letter describing accommodations to the student to give to instructors. Located in Room 116 Smith Memorial Student Union, the DRC provides academic accommodation for students in both classroom and testing situations, and coordinates registration for students with disabilities. The DRC can be reached at 503-725-4150, and by email at drc@pdx.edu.

SSW Student Support & Inclusion Coordinator. The SSW is committed to the ongoing goal of advancing a culture of equity, inclusion, and social justice within the entire school community, and extending into all of its activities including teaching, research, service, and administration. This ongoing commitment is dedicated to fostering and maintaining an educational climate that emphasizes the importance of celebrating diversity as a strength, value, ethic and valued component in the social work profession.

The Student Support & Inclusion Coordinator is responsible for ongoing student and faculty support by providing resource referrals, scholarship assistance, academic support, and programming dedicated to equity, inclusion, and social justice. With a specific focus on student populations who have been traditionally underrepresented or underserved in higher education, the Student Support & Inclusion Coordinator works creatively and collaboratively with students to enhance their educational experience, provides guidance on processes related to grievances and issues of discrimination or harassment, and helps to maintain overall inclusiveness in the SSW.

Students of Color Caucus. The Students of Color Caucus (SOCC) is a peer-led student group for CFS, BSW, MSW, and PhD students who identify as people of color. It aims to create an inclusive community and network for students of color in the School of Social Work. The group meets once monthly to hold space and have dialogues around topics relating to experiences of people of color in academia, as well as racial disparities and social injustices. The SOCC also hold social gatherings outside of the school to build community and further support one another.

Access to Academic and Student Recreation Center (ASRC) Building & Ph.D.

Student/Adjunct Study Room (ASRC 676Z). In order to successfully complete the doctoral program in timely manner, the Ph.D. program provides first to fifth year students in the program to access the ASRC building 24/7 for a quiet designated study space, PhD Student/Adjunct Study Room—Students who wish to continue having the similar access after their fifth year need to contact the Ph.D. Program Specialist. This is a shared space for the current SSW adjunct faculty and students from the Ph.D. program. This space is available for students to use as a study space.

SSW Holloway Computer Laboratory. The SSW maintains a computer and instructional classroom in the Robert Holloway Computer Laboratory, on the sixth floor of ASRC. This laboratory has twenty PC workstations and two printers available for SSW student use for academic work. The laboratory is open during regular working hours only, usually 8 a.m. to 5 p.m., Monday thru Friday. Course instructors may reserve the computer lab for use by an entire class, and use by other students will be limited or restricted during these times. Students are expected to use the computers in the Lab independently--no assistance is available. Use of the SSW computers is governed by Portland State University's Acceptable Use Policy and by the SSW Computer Lab Policies.

Ph.D. Student Lounge and student mailboxes. Desks and study carrels for Ph.D. student use are available in the Ph.D. Study Lounge room 676 P. Student mailboxes are also located in the Ph.D. Student Lounge.

Faculty mailboxes. Faculty mailboxes are located in the School of Social Work offices. Students can leave material for faculty by giving them to the SSW front desk staff, who will then log them in and place them in faculty mailboxes.

Ph.D. program communication. The University requires communicating with current students through their PSU Odin account. The Ph.D. Program mainly communicates with students via the Ph.D. Program Google Group which consists of PSU email accounts of the current students. All students are expected to check their PSU email account on regular basis.

Student name change. If students change their first or last legal names, download the Student information change form from https://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/student_info_change.pdf and submit the form to the Registration and Records Office in the Western Hemlock Trailers, Space 21, with proof of legal name change.

APPENDIX A. POLICY ON ACADEMIC DISHONESTY AND INTEGRITY

School of Social Work, Portland State University
Revised June 1, 2012

Significance

Students in the School of Social Work have a primary responsibility to maintain standards of academic honesty and integrity. This obligation is consistent with the NASW Code of Ethics' (1996) ethical principle, "Social workers behave in a trustworthy manner", which further specifies, "Social workers act honestly and responsibly and promote ethical practices on the part of organizations with which they are affiliated." See the Code's "Ethical Principles" section; a copy of the Code can be found in your program's student handbook, or at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> and the *National Statement on Research Integrity in Social Work*, www.cswe.org/cms/17157.aspx. Students in the Child and Family Studies Program are expected to adhere to the Code of Ethics of the National Council on Family Relations.

Expectations Student Expectations

- Students are responsible for providing accurate and complete documentation to support their admission, course participation, and graduation.
- Students are responsible for reviewing each course syllabus, and adhering to course requirements specified in each syllabus.
- Students will follow all written and/or verbal instructions given by instructors prior to taking examinations, or completing written or oral assignments.
- Students will do their own work, and submit *only* their own work during examinations and in written and oral class assignments (unless it is a pre-authorized group project).
- Students will collaborate or cooperate with other students on graded assignments or examinations within the guidelines provided by the instructor.
- Students will properly credit the work of others; if they are uncertain how to cite or reference another author's work in papers or presentations, they will consult the APA manual (American Psychological Association, 2001) and/or their instructor.
- Students will incorporate work (or portions of work) they completed in a previous class into a current class assignment *only with the prior approval and direction of their instructor*.
- Students will document field placement hours and activities honestly and accurately.
- If students have questions or confusions about course assignments, they are expected (and encouraged) to ask their instructors for clarification.

Faculty Expectations

- Faculty (or faculty representatives) will distribute materials on academic honesty and integrity to all entering students, and provide an overview of these materials at orientation.
- Faculty will include a written statement of expectations regarding academic honesty and integrity in each course syllabus.
- Faculty will clearly state expectations regarding academic honesty and integrity in each course.
- Faculty will clearly state the extent of collaboration allowed on each class project.
- Faculty will meet with any student who has questions or concerns about course assignments.

Forms of Academic Dishonesty

The Portland State Code of Student Conduct (see www.pdx.edu/dos/student-code-conduct), which applies to all Portland State students, prohibits all forms of academic dishonesty. These acts include, but are not limited to, the following:

Cheating. Cheating is using unauthorized materials, or providing them to others, during written or oral examinations or in the completion of course assignments. Examples include:

- Copying another student's work during an examination (or allowing another student to copy one's work)
- Taking another student's examination (or having someone take an examination for you)
- Using unauthorized materials during an examination (or giving such materials to another student)
- Acquiring questions or answers from someone who has already taken the same examination (or providing such questions or answers to another student)
- Submitting another student's or author's writings for one's own class assignment (including writings purchased on, or appropriated from, the Internet)
- Submitting a paper (or a portion of a paper) one has written previously for a current course assignment, without the current instructor's permission.

Plagiarism. Plagiarism is appropriating words, ideas, data, or other product of another author or artist, and representing them as one's own original work. (See "Avoiding Plagiarism", below).

Examples include:

- Improper quotation or paraphrasing
- Improper citation of quotation or paraphrasing
- Improper citation of a source that has not been read

- Complete or partial use of purchased or borrowed papers to complete assignments, without appropriate acknowledgement (including papers purchased on, or appropriated from, the Internet)
- Working jointly on a project with one or more others, and then submitting the project's "product" as your own.

Buying, selling, or offering to sell, course assignments and research papers. This form of academic dishonesty can involve any of the following:

- Purchasing a paper on the Internet, with the intention of submitting it as your own coursework.
- Purchasing a paper (or other material, such as graphics or data displays) directly from another person, with the intention of submitting it as your own coursework.
- Selling, or offering to sell, papers or other materials to another student if you know, or have reason to know, that the student intends to submit all (or a substantial part) of the material as his or her own coursework.

Academic fraud. Academic fraud is furnishing false or incomplete information to a faculty member, or to a University administrator, with the intent to deceive. Examples include:

- Forging, altering, or misusing University documents or academic forms (admission forms, course forms, or graduation forms)
- Falsifying research data, or misrepresenting research findings
- Providing false explanations for class absences or late/missing assignments.

Computer misuse. Computer misuse is using the University's computer resources (or the computer resources of another institution or agency in which a student is performing part of his or her academic program) in a disruptive, unethical, or illegal manner. Examples include:

- Using University/institution/agency computers to threaten harm to others, stalk others, or harass others (sexually, or otherwise)
- Using University/institution/agency computers to view and/or use another person's accounts, computer files, programs, or data without authorization of copying, storing, or sharing materials protected by copyright.

Avoiding Plagiarism

Plagiarism is taking the ideas, writings, or products of another person and presenting them as one's own (Davis, 1993; Forsyth, 2003; Whitley & Keith-Spiegel, 2002). Social work students must be particularly careful to avoid using another author's work without giving it proper citation (written credit). Examples include:

- Copying another's work word for word (even a sentence, or a phrase)
- Copying most of another's work and substituting just a few words

- Incorporating someone else's phrases, terms, or ideas into your own writing without acknowledging his or her contribution.

In order to avoid plagiarism, one must be familiar with the concepts of quoting, paraphrasing, summarizing, and the citing of secondary sources:

Quoting. Direct quotes should be kept to a minimum, and used only for very important material. Quotes should be brief, and combined with paraphrases (see below) for clarity. Most quotes are incorporated in text and enclosed by double quotation marks; longer quotes are set off from the text as a freestanding block with no quotation marks. A quote must be matched to the original word for word, and *attributed to the original author* (citing author, year, and page number) (Purdue Online Writing Lab, 2006).

Paraphrasing. Paraphrasing is expressing another person's (or persons') ideas in your own words. A good paraphrase is generally shorter and clearer than the original statement. Like a quote, a paraphrase must be *attributed to the original author or authors* (citing author/authors and year) (Purdue Online Writing Lab, 2006).

Summarizing. Summarized material is an overview of the entire body (not just a segment) of the original source material, and is almost always shorter than the original. You must put the main n ideas of the source material into your own words. Like a quote or a paraphrase, a summary must be *attributed to the original author or authors* (citing author/authors and year) (Purdue Online Writing Lab, 2006).

Citing of secondary sources. A *primary source* is a writer's original product, reproduced in his or her own words. A *secondary source* is one which references or comments on a primary source. In scholarly works, primary sources should be sought out and cited whenever possible. If your only access to a primary source is through a secondary source, both the primary and secondary sources must be referenced. For example: Nelson (cited in Lane and Morgan, 2003) (Purdue Online Writing Lab, 2006).

Consequences of Academic Dishonesty

Faculty/advisor roles. If a faculty member suspects a student of academic dishonesty, the following steps will be taken:

1. The faculty member will contact the student via email or in person to make the student aware of the situation. The faculty member will outline how s/he came to the conclusion of academic dishonesty and what the next steps will be.
2. In keeping with University recommendations, faculty members are encouraged to report the matter to the Student Conduct Office via the online submission system at <http://pdx.edu/dos/academic-misconduct>. The faculty member will also provide necessary documentation for the investigation which will be conducted by the Conduct Office.

3. If the result of the Conduct Office's investigation has not been received before grades are due, the faculty member will give the appropriate grade for the assignment or exam in question. In most cases, this will be a "0" or "F". The faculty member will not grade beyond the assignment or exam in question (i.e. giving the student an automatic "F" for the entire course). If the Conduct Office finding is that the academic misconduct code threshold was not met, then the faculty member may reconsider the assignment or exam for a grade.
4. Students involved in violations of academic honesty may be subject to disciplinary sanctions as described in the University's Code of Student Conduct and Responsibility. (See <http://www.pdx.edu/media/c/o/CodeofConduct.doc>.) as described below:

577-031-0142 procedures for complaints of academic dishonesty.

1. Course instructors have the primary responsibility and purview to respond to academic dishonesty with students enrolled in their respective courses. Course Instructors may issue a zero or a failing grade for the assignment for which the dishonesty was found. Course Instructors may not issue a failing grade for the course unless a failing grade on the assignment in question results in a failing grade for the course, per the syllabus. Instructors may not disenroll a student from a course.
2. Departments, programs, colleges, or schools may also address academic dishonesty in accordance with their respective policies and procedures. These entities are limited to the following academic sanctions: (a) Issuing a zero or a failing grade for the assignment for which the dishonesty was found; or (b) Suspension or Expulsion from the department, program, college or school per the process prescribed by the respective entity.
3. Any person may submit a written complaint to DOS alleging that a student(s) has engaged in academic dishonesty. Any charge should be submitted as soon as possible after the activity takes place, preferably within fourteen days of such activity.
4. If the complaint is submitted by anyone other than the Course Instructor, the complaint is also referred to the Course Instructor in which the alleged academic dishonesty occurred.
5. Faculty submitting a complaint alleging academic dishonesty will be notified of the outcome of this complaint upon request.

Stat. Auth.: ORS 351

Stats. Implemented: ORS 351.070

Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

577-031-0143 appeals.

1. Appeals from the decision of the Senior Conduct Officer or the Committee shall be made to the Vice Provost for Student Affairs, whose decision is final.
2. Appeals must be in writing and filed with the Vice Provost for Student Affairs within ten (10) working days following the date of the letter notifying the Respondent of the outcome of the hearing.

3. The request for an appeal must include specific justification, such as: errors, failure to consider all of the evidence presented, or any other action, including any new evidence not known at the time of the original hearing, which denied the student a fair hearing.
4. During the appeal hearing, the Respondent may bring up to two (2) third party advisors of his/her choice as long as the availability of the advisor does not interfere with the timeliness of the hearing. The Respondent will be expected to speak for himself or herself at the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Vice Provost of Student Affairs at least 24 hours prior to the scheduled meeting if his or her attorney will be present. The University assumes no responsibility for any costs associated with such representation.
5. The Vice Provost of Student Affairs may dismiss the appeal if the Respondent fails to appear at the appeal hearing.
6. During the appeals hearing:
 - (a) The Senior Conduct Officer or the Chair of the Committee will have the opportunity to offer information and to review and respond to all information presented;
 - (b) The Respondent will have the opportunity to offer information and to review and respond to all information presented;
 - (c) The Vice Provost of Student Affairs may ask questions of any person present during the hearing. The Vice Provost of Student Affairs may invite questions and comments from advisors or others present. No person other than the Vice Provost for Student Affairs may ask questions of persons present at the hearing.
 - (d) If the Vice Provost of Student Affairs decides an essential person or piece of information is missing, the Vice Provost of Student Affairs may decide to reconvene the hearing at the earliest practical time that the missing information will be available.
7. After the Vice Provost of Student Affairs has determined that all the necessary information has been presented and questions answered, the appeals hearing will be closed. The Vice Provost of Student Affairs will determine, based on a preponderance of evidence, whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.
8. The Vice Provost of Student Affairs' decision will be in writing to the student with copies to the Senior Conduct Officer and/or Chair of the Committee.
9. Pending resolution of an appeal, the student is entitled to all rights and privileges of a student in good standing except as provided in OAR 577-031-0139.

Stat. Auth.: ORS 351

Stats. Implemented: ORS 351.070

Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

APPENDIX B. POLICY ON ACADEMIC PERFORMANCE AND PROFESSIONAL BEHAVIOR

School of Social Work, Portland State University
Enacted May 2016

This policy outlines the expectations for all students in the School of Social Work in the areas of academic performance and professional behavior and provides procedures the School of Social Work programs will follow to address serious concerns in these areas.

Rationale

Most students in the School of Social Work (SSW) are preparing for professional practice with individuals, families, groups, communities and/or organizations and therefore must develop and demonstrate mastery of both academic material and practice competencies consistent with their professions. The development of this academic and professional mastery is achieved through coursework and practicum/field experiences in the community. The faculty of the SSW has the responsibility for determining whether students, through these experiences, have developed the required level of mastery to enter the profession. All students, throughout their programs in courses, practicum/field experiences and social media spaces, must demonstrate behavior that is consistent with the standards of the ethical codes for their profession.

Students are responsible for knowing and complying with all regulations, policies, and procedures required by Portland State University (PSU), the SSW, and their professional codes of ethics. PSU and SSW policies and procedures can be found in the PSU Bulletin and relevant web sites (Student Code of Conduct, Office of Equity and Compliance) and in the SSW program specific handbooks and web centers. In no case will a regulation be waived or an exception granted because of ignorance of the policy or due to the assertion that their advisor did not inform the student.

Advancement Requirements

- All SSW students are expected to make adequate academic progress and be in good standing, as outlined in the program handbooks and the PSU requirements. For more specifics see the relevant program handbook.
- All SSW students in practicum and field experiences are expected to behave in a professional manner, abide by their relevant code of ethics, comply with the standards of the placement, and make adequate progress in developing their relevant professional skills. For more specifics see the relevant program handbook.

Procedures for Addressing Concerns

The following briefly outlines the steps to address concerns about academic performance and/or professional behavior. Faculty and advisors are encouraged to handle concerns informally prior to initiating a formal process.

- Informal - Faculty and/or advisor notify the student in writing of the concern and make a plan to support the student to address the concern.
- Formal - Faculty with serious concerns about a student are to inform the student and the student's advisor (where applicable) in writing of their concern/s and consult with their relevant Program Director, the Director of Field Education, and/or other relevant faculty or staff. Serious concerns include but are not limited to behavior or performance that violates ethical, legal, professional standards, interferes with others' opportunity to learn, reflects a lack of judgment, would likely preclude a successful field/practicum placement, or does not meet the expectations of the program or profession. The student's advisor is to consult with the student's other instructors to identify any other concerns. The Program Director may consult with other administrative faculty to determine the best course of action. The consultation will result in one of the following:
 - No action
 - A recommendation to address the concern informally, as noted above
 - Initiation of a formal Plan of Assistance (outlined below)
 - Initiation of a formal Performance Review, with the potential for dismissal from the program (outlined below)

Plan of Assistance

A plan of assistance requires that the faculty raising the concern/s, the student, the student's advisor (where applicable) and other relevant individuals meet to discuss the concern/s and develop a plan to address the concerns. If registered with the Disability Resource Center (DRC) the student is encouraged to bring their DRC representative. The plan is a formal written document that contains the following:

- A description of the concerns about academic performance or professional behavior, identifying strengths and challenges
- Goal/Outcome of the plan
- Action to be taken by the student to reach the goal
- Action to be taken by others to assist the student
- Faculty responsible for monitoring the plan and assessing the outcomes
- Timeline, including dates for evaluating outcomes, and making decisions about next steps.
- Signature of all involved in the initial meeting. If the document is not completed during the face-to-face meeting the Plan of Assistance will be emailed to the student and the student can acknowledge agreement via email and that email will be attached to the formal plan.
- Date for final review meeting
- Outcome of the plan, including signatures of all involved in the final review meeting.

When the Plan of Assistance relates to performance in the practicum/field placement and the plan extends into the following term, the faculty liaison/advisor will assign a grade of incomplete. The completed Plan of Assistance will be forwarded to the relevant Program Director for a signature and will be placed in the student's file.

Outcome of the Plan of Assistance

- If the student has successfully addressed the concern/s no further action will be taken.
- If the student has not successfully addressed the concern/s, or a similar concern arises in the future the faculty and/or advisor will consult with the relevant Program Director in terms of next steps. Potential outcomes may be, but are not limited to, an additional Plan of Assistance or a Performance Review.

Performance Review

A Performance Review will be requested when the concerns about the student are so serious that they raise questions about the student's suitability for the field or profession.

The faculty member raising the concerns and the Program Director will make a request to the SSW Student Affairs Committee Chair for a Performance Review. That request will include the following:

- A description of the concerns, identifying strengths and challenges, attempts to address the concern, and the reasons for requesting the Performance Review.
- A copy of the request will be placed in the student's file.
- Upon receiving the request for a Performance Review, the SSW Student Affairs Committee Chair will initiate a Performance Review, unless there is a conflict of interest.
- If there is a conflict of interest, the Associate Dean for Academic Affairs will appoint another faculty member to assume the Chair's duties for the duration of the Performance Review.

Performance Review Steps

Upon receiving a request for a Performance Review the Chair will send a letter to the student that includes:

- Summary of the reasons for the Performance Review, including a copy of the formal request
- Description of the process, including that the meeting will be audio taped
- Faculty on the committee and inviting the student to nominate at least two additional fulltime faculty, one of whom will be selected by the SSW Student Affairs Chair to serve on the committee for this Performance Review
- The student may bring a support person to the meeting and, if registered with the Disability Resource Center (DRC), to bring a DRC representative

- Invite the student to meet with the Chair to discuss the Performance Review Process
- Notify the student that they will receive copies of documents submitted by other participants at least 5 working days in advance of the scheduled meeting.
- Invite the student to submit supporting documentation to the Chair at least 2 working days in advance of the scheduled meeting, noting that the documents will be shared with committee members.

The SSW Student Affairs Committee Chair will be the non-voting chair of the Performance Review committee and will convene the committee if at all possible within 15 working days from the date the concern was received. In addition to the committee members and the faculty member nominated by the student, the Chair will invite the relevant Program Director and Director of Field to attend to provide information on policies and professional standards. The Chair will document the above preparation activities on the Performance Review Checklist.

Performance Review Meeting – The Chair will convene the meeting and go through the following process. The meeting will be audiotaped up until the point of the committee deliberations and then restarted when the committee provides its feedback to the student.

- The faculty member bringing the concerns will summarize the concerns
- The student will respond to the concerns providing additional information as needed.
- The committee members will ask questions of both parties and may request additional information, including but not limited to the student’s academic file and field/practicum documents.
- At the conclusion of the presentations and follow up questions, the student will be asked if they want to share any additional information pertinent to the committee’s decision.
- The student and the faculty member raising the concerns will be excused and the committee will meet in private for deliberation. The committee may invite the Director of Field or relevant Program Director back for additional information on policies and procedures as they pertain to the decision. The committee should seek to reach consensus, but when not possible, a majority of is sufficient. The committee will make a decision in one of four ways. The committee may find:
 - There were not sufficient grounds for any action and recommend no action
 - There were sufficient grounds for the concern/s, but the concern/s have been addressed and recommend no action
 - There were sufficient grounds for the concern/s, but the student will be allowed to continue in the program and the committee will develop a Plan of Assistance, as noted above, and specifically addressing attendance in courses and field.
 - There were sufficient grounds for the concern/s, the nature of which are so serious that the committee recommends that the student be dismissed from the program.
 - After the committee deliberations the student will be invited back to hear the outcome. This will be audio taped. At the end of the meeting the student will be asked if they feel the Policy on Academic and Professional Behavior and Performance has been followed.

- If the student is dismissed from the program they will be required to withdraw from all courses and if applicable, their field placement, unless they initiate an appeal of the process as outlined below. If an appeal is initiated they may continue in their courses unless the committee determines their behavior is likely to be disruptive or threatening.
- Within one day, the Chair will inform the faculty advisor, faculty member requesting the review, the Program Director, and others who have an educational reason to know of the committee's decision.
- Within five academic days the Chair will send a letter to the student summarizing the decision and the rationale, with copies to the Dean, The Program Director, The Graduate School (for graduate students), the student's advisor, the student file and other relevant parties with a reason to know. The audio file will be deleted once the letter has been sent, unless the student requests a review of the process. In that case the audio tape will be kept until the issue is resolved.
- The Dean will inform the student in writing of the final decision.

Appeal of Performance Review Process - If the student feels the School of Social Work policies were not followed, they may appeal the decision by requesting a review of the process.

- The student may request a review of the Performance Review process by the Associate Dean for Academic Affairs within 5 working days of being informed of the committee's decision. The request must be in writing and specify the parts of the policy and process that are being appealed and the grounds for the appeal.
- The Associate Dean will convene a meeting of the Program Directors within 10 working days of receiving the request to review the appeal and make one of three possible recommendations:
 - The Performance review process had no flaws
 - The Performance review process had minor flaws, but they did not impact the fairness of the process
 - The Performance review process was not conducted fairly and the decision should be reconsidered.
- The Associate Dean will inform the student and the Dean in writing of the outcome of the meeting. The Dean will inform the student in writing of the final decision.
- Please note that breaks during the academic terms or extenuating circumstances may lead to an extended timeline of any parts of the Performance Review process.

Notes.

If the student is registered with the Disability Resource Center (DRC) and has accommodations that may be applicable to the Performance Review process, the student should contact the DRC to discuss desired accommodations for the performance review process. The DRC will then contact the appropriate representative of the SSW Student Affairs Committee Chair so that reasonable accommodations can be determined through a collaborative effort between the DRC, the School of Social Work, and the student. Students can contact the DRC at 503 725-4150.

If a student is registered with the DRC, a representative from the DRC will attend the Performance Review to provide insight regarding University policy and procedure. The SSW should inform the DRC of the upcoming meeting and a representative from the DRC will attend the meeting.

APPENDIX C. PORTLAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK SOCIAL MEDIA GUIDELINES

Finalized in 2014

“Social media refers to any technology that facilitates the dissemination and sharing of information over the Internet” (Singer, 2014, p. 387). Social media platforms such as Facebook, Twitter, Instagram, LinkedIn, YouTube, blogging, professional e-portfolios, and others are among the many emerging methods of communicating, learning, and sharing information.

The PSU School of Social Work is looking forward to using these tools to promote communication, engagement, help connect people to interest areas and groups, stay abreast of current events and opportunities (including job opportunities) and to inspire expansive and inspired dialogue about our shared project to learn about the world and become engaged in it in a meaningful way.

Even though there are many emerging professional and constructive use of these tools to advance the goals of individual and community well-being, there are also unintended and potential negative consequences to users and to clients/communities we serve in social work and child/family services if ethical standards are violated. Building a professional digital identity is a paramount 21st century skill for human services workers. Though this document refers primarily to social work code of ethics, please note that it also applies to students in allied professional groups.

Students are expected to adhere to social work or related codes of ethics when using social media communication tools, whether at a personal or agency site. Common issues that students need to understand when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07 of SW Code of Ethics), conflicts of interest and dual relationships (Section 1.06 of SW Code of Ethics), and informed consent (Section 1.03 of SW code of ethics) in our relationship with clients, colleagues and in our practice settings. Utilizing communication tools as a social work or child/family studies professional requires ongoing attention to these ethical challenges.

As a social work or child/family studies professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues advocating for vulnerable populations, and promoting your professional identity, vs. using these sites to maintain contact with friends and family. Your professional identity and image, that is, the professional self you develop that is guided by professional SW or CFS values and ethical standards extends beyond the field agency and physical setting of an office. As professionals, we must be cognizant that the legal, ethical, social, and clinical responsibilities we have as

professionals and that those obligations extend to the virtual world of the internet and include the use of social media communications tools. As with the Hippocratic oath to “first do no harm,” it is imperative you consider how to be connected within the context of social media while protecting yourself, your field site, clients, the School of Social Work, and the profession. Our responsibilities include continually reviewing and updating our personal social media practices and activities based on constantly emerging information (one can look to professional associations and networks to be a starting point for this).

As you get started in your program and especially if you have a field placement, it is strongly recommended that you to explore the following questions with your field instructor and/or task supervisor:

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

What are agency guidelines regarding the use of Facebook and who can you friend?

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may Changing Lives, Changing Communities 30 complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts of other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, it is important to understand that friend’s privacy settings affect your privacy level, people can see when you are tagged in photos, view comments made by you or others, note your status updates and see who you’ve friended. It is therefore recommended that you never assume any level of privacy on any social media site/platform. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, social work and CFS professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a social worker/human service professional to abide by your professional code of ethics including your virtual communications and use appropriate professional values to guide your interactions.

What privacy and confidentiality concerns should I consider when texting emailing and/or using other electronic forms of communication?

With the proliferation of hand held devices such as smart phones, iPhones and Blackberries, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email

and other electronic forms of communication are quick and effective ways to interact with others however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussion information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

Photo Guidelines

Posting photos on social media should be done with thoughtfulness and a sense of responsibility. Please always address the following:

- Photos of (and any other information about) clients, especially children, should never be posted online outside of any explicit plan, appropriate legal releases, etc. of the agency where you work.
- Care in general should be taken not to post photos of individuals who would object or feel exploited outside of your role/rights as a citizen/community member.
- Photos of fellow students should only be posted with their permission (preferably written).
- Be aware of your surroundings and background when taking and posting photos from your field site. It is easy to forget about identifiable or confidential information that may end up in a “selfie.”

Noting Unethical Behavior of Others

- Students are in a position to see the content of many of their colleagues as they widen their social media circles of contacts. If students see content that they deem to be unprofessional, they have a responsibility to bring that to the attention of the individual, so that he or she can remove it and/or take appropriate actions.
- If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to the appropriate authorities.

Being Thoughtful About Working Out (Sometimes Private) Issues in Public Spaces

- While right to free speech is guaranteed and the SSW encourages productive debate and dialogue, it behooves students to think carefully about how and where to address issues of disapproval and/or displeasure they feel about their interactions with others, should they occur, in the course of their educational experiences across a wide variety of settings and situations.
- Using good professional judgment means understanding that online dialogue, discourses and “rants” may quickly turn into something that may be unproductive and even destructive as well as cause you, others involved, or even the settings where your education is happening,

harm. Seek out places that have a strong probability of having a positive impact in a professional way if something occurs that should be addressed especially when problems surface that students would like to see rectified. Refer to the wide variety of student support channels especially designed for this purpose throughout the school and the larger university.

- Helping to assure a climate of curiosity, openness, civility and reflexivity is important – all students are asked to contribute to and participate in a climate that is ever constructive and respectful (see SSW School Values for additional information about this).
- Building your professional network, your professional identity starts the moment you begin your academic work. Being thoughtful, intentional and constructive in the way that you conduct yourself in the classroom, the field, and the larger school environment will help you to build a solid foundation of recommendations that will serve you well as you journey forward.
- Please note that School of Social Work channels (as well as personal channels) are included in all PSU Student Code of Conduct expectations and requirements with specific attention to issues of cyber-bullying. <http://www.pdx.edu/dos/psu-student-codeconduct>

Quick Reminders

- DO use social media thoughtfully to learn, share information, track policies and developments in your field(s) of practice, promote best practices, inspire quality and engaged practice, and celebrate successes with your circle of contacts.
- DO begin to think of developing/managing your social media identity and profiles as an important learning, networking and communication vehicle to build, enrich and advance your professional career.
- DO abide by professional codes of ethics in the use of all social media at all times (even outside of school and your field agency). Be aware that anything that is communicated through social media in public spaces may be retrievable through potential employers, clients, relevant professional licensing bodies, universities, and others.
- Do “Google” yourself to see what information is available about you and then take charge in assessing if retroactive work is needed to prepare your “social media identity” to evolve and mature as you are as an emerging professional.
- Review and delete information as appropriate.
- DO practice selective and intentional “liking,” “friending,” and “following.”
- DO use the highest privacy settings available for all social media sites
- DO use caution in revealing personal information such as DOB, phone number, address, family members, place of employment, etc.
- DO consider developing a professional social media site such as LinkedIn.
- DO use caution about what you share (in any format) about faculty, field agencies/instructors, peers, co-workers, employers, etc.
- DO remember to check yourself for civility and diplomacy before discussing sensitive issues online in public spaces.

- DO NOT “look up” present or past clients on social media, unless there is a compelling reason to do so.
- DO NOT friend, follow, etc. current or past clients.

Citation:

Singer, J. B. (2014). From the Editor-The Medium is the Message: Integrating Social Media and Social Work Education. *Journal of Social Work Education*, 5(3), 387-390.

APPENDIX D. SSW ANNUAL PLAN FOR HIRING DOCTORAL STUDENTS IN TEACHING POSITIONS

Enacted April 2017

I. Overview of the issue

An annual hiring plan is needed to clearly ensure that the hiring of SSW doctoral students for teaching positions (in all subjects and levels of the school) is addressed in a transparent and consistent manner.

II. Reasons for this overview

Up until AY2016-2017, the hiring of SSW doctoral students for teaching positions were made in a variety of ways throughout the school. SSW growth and procedural complexity now require us to take a step towards developing a formal annual approach.

III. Who need to know about this overview

While this plan interests everyone in the SSW community, it is particularly applicable for doctoral students and program directors.

IV. Definitions

1. GA: Graduate Assistantship
2. GTA: Graduate Teaching Assistantship
3. GRA: Graduate Research Assistantship
4. SSW doctoral students include:
 - a. GA students who receive tuition remissions and enroll in either in traditional class settings or by-arrangement;
 - b. Non-GA students who do not receive tuition remissions but enroll either in traditional class settings or by-arrangement; and
 - c. Incoming students who will enroll in courses in the following year.
5. Teaching load can vary based on the student status:
 - a. GA students may have up to 13.5 (14) credits for .49 FTE;
 - b. GA student FTE in any combination of research and teaching cannot exceed .49 FTE; however, incoming GA student FTE cannot be made up to .49 solely by teaching; and
 - c. Non-GA students are treated as adjunct faculty who may have up to 21-22 credits for .49 FTE (44 credits for 1.0 FTE).

V. Procedure/Process

1. Mandatory orientation

- a. SSW doctoral students who are interested in independently teaching courses during the following year have to attend SSW PhD Student Mandatory Teaching Orientation either physically or by remotely through internet, such as Google Hangout.
- b. SSW PhD Student Mandatory Teaching Orientation is offered:
 - by directors of MSW, BSW, and Child and Family Studies Program in collaboration with Ph.D. Program Director;
 - only once at the end of fall term; and
 - to address rights and responsibilities for doctoral students to teach courses at SSW.
2. Annual workload survey is sent out in January to all faculty and SSW doctoral students for teaching during the following year.
3. Teaching assignment are carefully considered in this order of priority:
 - Full-time faculty
 - Part-time faculty
 - Adjunct faculty with continuous appointment
 - GA students
 - Non-GA students
4. Teaching assignment decisions for SSW doctoral students are made in a holistic approach, but the following criterion are carefully considered in this order of priority:
 - Academic progress in doctoral program
 - Prior teaching experience
 - Previous teaching evaluation
 - Completion of SW626 Teaching Pedagogy and SW690 Teaching Practicum courses
5. Incoming students are required to submit their CV and teaching evaluation to appropriate program directors to be considered for independent teaching.
6. Teaching assignment decisions for SSW doctoral students involve considerations that include:
 - a. Each program director individually considers teaching assignment based on student's preference indicated in the workload survey
 - b. All program directors make collective decisions in Program Director's meeting in consideration of program needs and student strength.
7. Any changes after the final assignment decisions are considered by appropriate program director(s).
8. SSW doctoral student teaching are assessed based on the current end of term teaching evaluation without creating a new evaluation form.