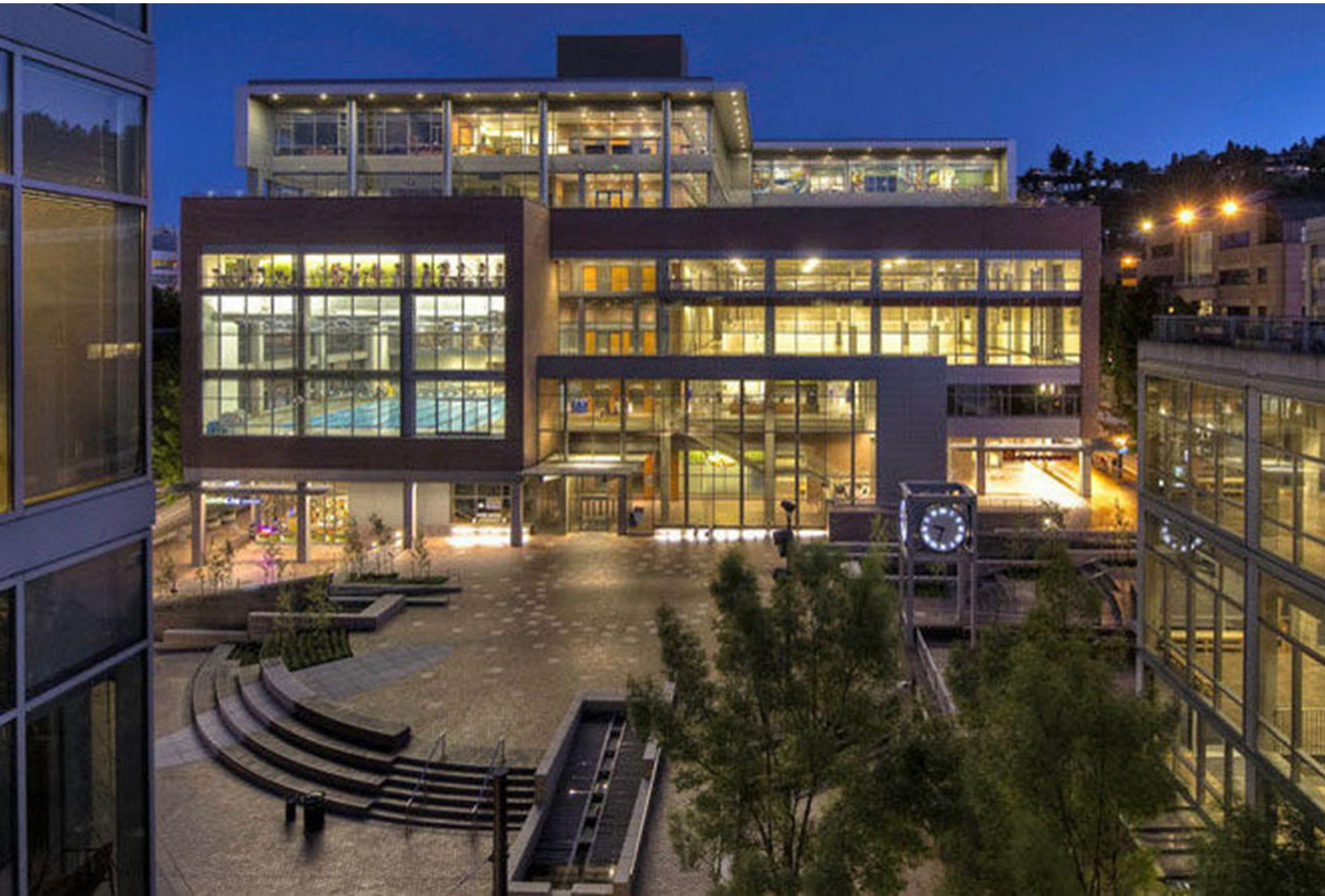




School
of Social Work
PORTLAND STATE UNIVERSITY



2025-2026
Ph.D. in Social Work
and Social Research
Student Handbook

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

Any Emergency on Campus (503) 725-5911

PSU Student Health & Counseling (503) 725-2800

Campus Safety and Security (503) 725-5911

General Information for PSU (503) 725-3000

SSW Mailing Address: School of Social Work
Portland State University
Attn: Program or name of person
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

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LETTER FROM THE DEAN

Dear prospective colleague,

Welcome to the Portland State University School of Social Work! I am so pleased that you will be joining our community at this pivotal time in the social, political and cultural landscape of our country and within higher education. You will have an important voice in the critical dialogue ahead about the indispensable role of social work in effectively serving and supporting our communities.

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. In the classroom, you will find a diverse and vibrant community representing an array of cultures, worldviews, and experiences that will further strengthen your educational experience.

I encourage you to also engage with and learn from the extraordinary work being conducted at our Regional Research Institute (RRI) and Center for Improvement of Child and Family Services (CCF), both of which continually demonstrate the broad capacity of our profession to positively impact communities in a variety of important ways.

We know that starting a doctoral program can be both an exuberant as well as a daunting experience. I encourage you to engage with the SSW's unique and passionate community who can provide additional support and encouragement in your journey ahead. And of course, be sure to seek wisdom and advice from our world class faculty, who are here to help guide and nurture your learning.

Thank you again for choosing PSU's School of Social Work. I look forward to being a partner with you in the transformational experience that awaits you.



A handwritten signature in black ink, appearing to read 'Evaon Wong'.

Evaon Wong
Dean and Professor

OUR SCHOOL OF SOCIAL WORK

Created by the Oregon legislature in 1961 to meet the workforce needs of the state, the PSU School of Social Work has evolved into a dynamic national leader of social change. The School provides accessible interdisciplinary educational opportunities and actively works to bring about structural change through its teaching, training, workforce development, research, and advocacy.

SSW Vision, Mission, and Values

At the SSW, we envision a world where all people lead fulfilling lives in affirming, just, and equitable communities. Rooted in justice, relationship, and community collaboration, the SSW advances knowledge and creates social change through teaching, research, practice, and advocacy. Our current strategic plan identifies the following overarching values within the School:

- **Collective Care:** We strive to prioritize collective well-being and promote a culture of dignity and respect.
- **Responsive Learning:** We strive to provide accessible, high-quality education focused on the transformation of self and society.
- **Knowledge that Serves:** We strive to cultivate rigorous research and scholarship that creates change.
- **Community Partnership:** We strive to prepare skilled practitioners to address critical community issues by partnering and listening to communities.
- **Social Change:** We work toward creating an economically, socially, and racially just world in which resources and opportunities are equitably distributed.

Further, the School's administrative staff worked together to develop [a statement of principles](#) to guide interactions among staff, students, faculty, and others. The SSW faculty adopted the values statement and the SSW community strives to live up to its principles.

The School is committed to [equity and inclusion](#) in all of its academic, research, training, professional development, and community program offerings to students, faculty, staff, practicum instructors, campus partners, and community members.

SSW Programs and Centers

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.

Academic Degree Programs

The School of Social Work degree programs include 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 Family Studies and Human Services Program B.A./B.S. supports career goals involving direct outreach with individuals, families, and communities to improve their quality of life. Family Studies and Human Services offers two major pathways: 1) Child, Youth, and Family Studies and 2) 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 onsite instruction, community-based practicum instruction, and courses delivered through technology to extend access to the MSW program to students living in Oregon distance sites (located in Bend and Eugene). 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 scholars for teaching, research, and leadership roles in the study of human and social services.

Centers and Partnerships

The School of Social Work has 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, as well as the System of Care Institute (SOCI), which develops workforce development programs designed to promote sustainable systems changes across child welfare, mental health, education, juvenile justice and related systems.

In addition, SSW has built strong multidisciplinary partnerships with:

- The *EASA Center for Excellence* at Oregon Health & Science University-Portland State University School of Public Health provides support to Oregon's dissemination of early psychosis best practices as well as participating in national development of the practicum.
- The *Homelessness Research and Action Collaborative (HRAC)* addresses the challenges of homelessness through research that uncovers conditions that lead to and perpetuate

PH.D. PROGRAM MISSION AND DESCRIPTION

homelessness. Our goal is to help reduce homelessness and its negative impacts on individuals, families and communities, with an emphasis on communities of color.

- The *Social Determinants of Health Initiative (SDHI)* supports and conducts community-engaged, interdisciplinary research, education, and action to promote health equity, bringing together individuals from Portland State University, Oregon Health & Science University, community organizations, governmental agencies, and local health systems.
- The *Summer Institute on Youth Mentoring* was launched in 2007 and has become one of the premier professional development opportunities in the field of youth mentoring.

PH.D. PROGRAM MISSION AND DESCRIPTION

Program History and Mission

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.

The Ph.D. Program in Social Work and Social Research was approved in 1988, funded in 1991, and admitted its first cohort in 1992. It 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 Structure and Governance

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.

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:

PH.D. PROGRAM MISSION AND DESCRIPTION

student recruitment and admission; financial aid; student advisement, progress, grievances and retention; 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 composed of the Director of the Ph.D. Program, who is the committee chair, the Academic and Research Associate Deans (both ex-officio), five appointed faculty members, and two student representatives.

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, 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 COURSEWORK

The Ph.D. Program in Social Work and Social Research consists of a total of 90 credits including 31 required core credits, 16 selected research electives, 16 selected substantive area electives, and 27 dissertation credits.

The required core courses are taught in a seminar format in the School of Social Work (or co-taught with other departments) and provide 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 also required to select relevant elective courses offered by other departments. After the core course requirements are fulfilled, the program of study becomes individualized as students plan their comprehensive examination and then their dissertation research in consultation with faculty advisers.

Required Core Coursework

The following are descriptions of the required courses all students must complete.

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. Pre-requisite: SW 620.

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

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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 teaching 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 Coursework

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. Students are expected to take courses aligned with the following:

- one research methods/design course;
- one quantitative methods I course;
- one quantitative methods II (advanced level) course; and
- one qualitative methods II course

While most research courses are offered for 4 credits, some are 3 credits and some are as many as 5 credits. The Ph.D. Program will provide students with information about research methods courses; students are expected to consult with the program director and academic advisors.

Appropriate elective courses in the student's substantive area of focus (a minimum of 16 credits): Students are expected to have at least 16 other elective credits which are typically taken in the second year in the full-time program. These are usually 600-level credits; however, Ph.D. students may take up to nine hours of elective credit at the 500 level with prior advisor approval, or may arrange with the instructor to do additional doctoral-level work and register for the course as SW 605 credits. Should students wish to enroll in a 500-level social work course, they must inform the MSW Registrar (mswregis@pdx.edu) two weeks prior to the start of registration.

SW 605 Reading and Conference Credits: Students may register for SW 605 Reading and Conference with their advisor or another faculty member for independent study. The number of credits of 605 per term is determined with the academic advisor and approved by the program. 605 credits are registered through the [eBy Arrangement Request Dashboard](#).

Dissertation Credits

A doctoral student must complete 27 dissertation credits. The only credits that will meet this requirement are **SW 603 Dissertation Credits**. Students can register for 603 credits after successful completion of all required coursework. 603 credits are registered for through the online [eBy Arrangement Request Dashboard](#).

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 & Learning in Health Promotion & SW (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		
	Substantive area elective	Substantive area elective	Substantive area elective
3 rd Year Comps Exam	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.

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 & Learning in Health Promotion & SW (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 (3 credits)	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		
4 th -5 th Year Comps Exam	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.

Ph.D. Program in SWSR and Graduate Certificate in Gerontology

Note that the Ph.D. Program Social Work and Social Research partners with the Institute of Aging (IOA) to offer an optional [Graduate Certificate in Gerontology](#). The certificate requires 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). Students who are interested in pursuing both their Ph.D. and the Graduate Certificate in Gerontology can get more information and apply for the program at the IOA's [Gerontology Graduate Certificate](#) site. Students accepted to the certificate program will need to work with their academic advisor to ensure that degree requirements for the Ph.D. Program are aligned with course planning for the certificate. Students may also contact the program at sswphd@pdx.edu for guidance.

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. Accepted students If accepted, they may transfer up to 30 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 are 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 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.

PH.D. ACADEMIC POLICIES AND PROCEDURES

The following outline summarizes the Portland State University procedural requirements for doctoral degrees. Additional information is available through the [Graduate School](#).

Pre-Candidacy for Degree

1. After admission to a specific program, each student is assigned to a faculty adviser by the 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 Degree Audit Reporting Systems (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.

PH.D. ACADEMIC POLICIES AND PROCEDURES

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-16).
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, PSU's Research Integrity & Compliance Programs' review and approval must be obtained if human subjects or animals 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 applications to the Programs. A student cannot be advanced to candidacy until an 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 each term until 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.

PH.D. ACADEMIC POLICIES AND PROCEDURES

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 and Grading Policies

Enrollment Policies. The following enrollment policies apply:

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.

Continuous Enrollment Credits. Advanced doctoral students who have already enrolled for the minimum number of 603 Dissertation credits are eligible for PhD Continuous Enrollment (CE) credits with a reduced tuition rate. It is for 603 Continuous Enrollment credits only. If students register for other courses in the same term, they will be assessed regular tuition for those non-603 CE credits. The Graduate School has [additional information](#) about continuous enrollment.

Minimum Course Grade. Students must receive a grade of B- or greater in all courses. Any course with a grade lower than B- must be repeated, or in the case of an elective, another elective can be taken. If a required course is repeated, both grades are included in the GPA; however, credit toward the degree is counted only once.

PH.D. ACADEMIC POLICIES AND PROCEDURES

Incomplete Grade. An incomplete grade may be assigned when students are unable to complete part of the course requirements due to circumstances beyond their control. Visit [the PSU Registrar's website](#) to view the eligibility criteria. The university deadline for resolving an incomplete grade is one calendar year. The instructor may set a shorter deadline, which is binding. An incomplete grade becomes part of the permanent transcript record after the deadline expires, except by petition to the Graduate Council. It is the student's responsibility to submit the signed [Incomplete Contract](#) to the PhD Program.

Incomplete grades in required social work courses may prevent registration if the course is a prerequisite for another required social work course. Additionally, incomplete grades in any required course may prevent students from taking the Comprehensive Exam and could impact the distribution of financial aid. Students do not have a right to receive or demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor.

Academic Probation. All admitted graduate certificate and degree students at PSU must maintain good academic standing during the course of their graduate program. Good academic standing is defined as maintaining a cumulative graduate GPA of 3.00 or higher in all graduate credits earned at PSU. Otherwise, students are placed on academic probation. While on academic probation a student will NOT be permitted to:

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

A student is removed from academic probation if the 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 Graduate School through the PhD Program Director and the advisor or dissertation chair for a leave of absence for up to one calendar year. A Leave of Absence 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 to GS by no later than the Friday of the second week of the term for which the leave should take effect. 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. 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

PROGRESSING THROUGH THE PH.D. PROGRAM

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. 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.

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. 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 to the PhD Program Committee. 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 THE PH.D. PROGRAM

Academic Timeline

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

REQUIREMENT	1 ST YEAR	2 ND YEAR	3 RD YEAR	4 TH -5 TH YEAR
<i>Course Work</i>	Take courses to meet degree requirement		Register for SW 603 or SW 603C	
<i>Committee Formation</i>	Work with PhD Program Director and other advisors		Form and work with dissertation committee	
<i>Academic Progress</i>	Complete required coursework		<ul style="list-style-type: none">• Pass comprehensive examination• Defend dissertation proposal• Defend completed dissertation study	

Although the time needed to complete all requirements varies, in general, full-time students take 4-5 years in degree completion, with part-time students taking an additional 1-2 years. In addition to completing course requirements and passing the comprehensive exam, students are encouraged to develop their 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 regularly meeting with your adviser, to integrate yourself into a research group of interest as soon as possible, and to stay connected with Ph.D. Program Office.

Annual Review of Student Progress

The program conducts an annual review of the student's progress at the end of the academic year and emails this to the student and academic advisor. This includes progress towards degree requirements, including adherence to program and/or Graduate School deadlines for passing the comprehensive examination, advancing to candidacy, and graduation. The annual review letter will also note the status of any incomplete or unsatisfactory grades in required courses.

When necessary, the Program Director will consult with the Ph.D. Program Committee when a student is not progressing through the program in a satisfactory manner. The following may warrant consultation with the Ph.D. Program Committee about a student's progress:

- Students who are on academic probation or are carrying two or more Incompletes or X grades on their transcripts;
- Continuing students four or more years past their admission year who have not yet 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/or
- 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).

In such cases, the Ph.D. Committee will review relevant materials and discuss the student's status. The student and/or student's advisor may be asked to participate in the consultation.

Academic Advisor

The University requires that new, incoming students be assigned a faculty advisor. In general, the Program Director is best positioned to serve as the academic advisor while students are taking required coursework. In some cases, a different faculty advisor will be assigned based on the interests expressed by the student and the expertise, interests, and availability within the faculty. 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 the 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 area 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.

COMPREHENSIVE EXAMINATION

Students must take the comprehensive exam within two years after their course work is completed, per program policy. Additionally, students must pass their comprehensive exam within five years of beginning the program, per the Graduate School; exceptions to this deadline can only be granted by the Graduate Council following a formal petition process.

Comprehensive exams will be offered in fall and/or spring term when there are students who need to take the exam. Students must be enrolled in the term during which they will be completing the comprehensive examination. The examination is written and it consists of questions in three subject areas including knowledge of the social work profession, research methodologies, and substantive area of student research interest.

- The comprehensive exam questions for each subject area are developed by the members of the PhD program committee, as well as any other doctoral class instructors who are not on the committee.
- Students' answers should be comprehensive and robust.
- Ph.D. Committee members will evaluate the answers to determine if they pass.

Students can take all three areas in one term or can take the three subjects at different times, as long as comprehensive examinations are being offered that term. In the morning of the first day of the comprehensive examination, students will receive questions for any subject areas they are taking that term. The exam is take-home with a one-week period to respond if taking all three subjects; if a student will take only one or two subject areas, they have 56 hours per each subject area for the exam. If the student fails to pass any of the three subjects, they will have one opportunity to retake that portion of the examination. The results of the second exam are final.

Prior to the exam, students who need accommodation from the PSU Disability Resource Center (DRC) must be registered with DRC. Although the exam is conducted remotely, the Ph.D. Program can provide a designated room at the School for a student to take the exam if needed.

DISSERTATION

The Ph.D. Program in Social Work and Social Research offers students both the traditional and 3-article dissertation format options. The sections below describe the typical dissertation process. Where relevant, distinctions between the two formats will be explained, with additional details specific to the 3-article dissertation covered in more detail [later in this section](#).

Dissertation Committee

Required Members. 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.

All committee members must have a doctoral or equivalent degree (e.g., Ph.D., JD, MD, EDD). The dissertation committee must consist of 4-6 PSU faculty members, including the dissertation advisor (chair). 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, either tenured or tenured-track, and an assistant professor or higher in rank;
- One of the regular members must be a Ph.D. (or equivalent) faculty member from the School of Social Work with .5 FTE or above (this is equivalent to half-time employment).
- The remaining members can be from within the SSW or in other departments. If it is necessary to go off-campus for remaining committee members with specific expertise not available among PSU faculty, a curriculum vitae for that proposed member must be presented with the form.

Committee 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-16) is completed via OnBase. 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-16 form should be submitted to GS a minimum of six weeks in advance of the estimated date of the dissertation proposal meeting.

Once GS receives the properly completed GO-16 form, they will approve the committee. Copies of the appointment letter and the approved GO-16 will be sent to the dissertation chair, the doctoral program, and the student. The approval email will include a request for the student to complete the Research Protocol Survey form, which is sent to the [Research Integrity & Compliance Program](#) for review and follow up as needed. 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. After the committee is appointed, the student can move towards writing and defending the dissertation proposal. No proposal defense shall be valid without a dissertation committee approved by the Graduate School (GS).

Dissertation Proposal Stage

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

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 the final dissertation) must conform to the current APA style.

The proposal is expected to include the following:

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

The 3-article format has additional proposal content requirements [located here](#).

Proposals using data collected from agencies and research projects external to the SSW must be accompanied by letters of agreement from the agency or project directors that assure the student will have access to the data proposed for use in the dissertation. These letters must be shared with the Ph.D. Program Director prior to the proposal defense for inclusion in the student file.

Proposal Defense. When the dissertation chair, committee members, and the student decide that the proposal is ready, they may schedule the oral proposal defense. The student or chair must find a time when all committee members can attend, and schedule at least four weeks in advance. The defense must be scheduled only during the regular University quarters including final examination week. Proposal defenses shall not be scheduled during summer break, unless there are extraordinary circumstances that warrant it. All dissertation committee members must be present; with prior notification, a regular member(s) may participate by videoconference. Once the Ph.D. Program office is notified of the day and time, a room will be scheduled. One day before the defense, the student should send a reminder to the committee of the time and location of the defense.

The proposal defense is generally two hours in length and will include the student's brief presentation of the primary elements of the written proposal, focusing on any areas where additional committee feedback or discussion are required. Students will work with the dissertation chair to determine the content of the proposal presentation. Following the student's presentation, the Chair will facilitate committee member questions and discussion of any outstanding areas of concern before the student moves forward. The discussion typically results in modifications or amendments to the proposal to increase the likelihood of a successful dissertation project. The student may or may not be asked to allow to the committee time to discuss without the student present. After the proposal presentation, committee members may approve the proposal, or may ask for modifications prior to approval. Upon committee approval of the proposal the student formally becomes a Ph.D. Candidate.

Institutional Board Review (IRB). After the dissertation proposal has been successfully defended and has received committee approval, the student must submit the proposed research protocol to PSU's Research Integrity and Compliance Programs (RCIP) for potential Institutional Board Review (IRB) review. All research involving human subjects and animals conducted by faculty, staff, or students at PSU must have prior IRB approval. 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 IRB review, the

student must still submit information about the protocol for the RCIP to make the determination that IRB review can be waived. Please visit the [PSU RICP site](#) and the [Human Research Protection Program](#) for relevant policies, procedures and forms. No data may be collected until IRB approval is obtained (or waived). Student should allow a minimum of six weeks for the approval process.

Dissertation Research and Writing

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 must be written in acceptable form. 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 the GS.

Changes to the Proposed Work. After the successful defense of the proposal and advancement to candidacy, *minor modifications* to the proposed approach are allowable, but the student is expected to keep these to a minimum, to seek approval in advance from the chair, and to provide a sufficient explanation of the changes to the full committee. All *major modifications* to the approved proposal must be reviewed and approved by the student's dissertation committee and the RICP.

Committee Guidance. Students should work closely with and obtain guidance from all members of the dissertation committee throughout the dissertation process. Although the primary contact is typically with the dissertation chair, other committee members should have the opportunity to read draft sections of the dissertation and provide feedback. 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 always allow committee members at least two weeks to read and comment on any part of the dissertation, as well as the final written draft.

Dissertation Content. The committee has responsibility for determining that the content of the dissertation meets the standards for a successful defense and completion of program requirements. The following provides a general outline of chapters for guidance, but there is flexibility in the structure and organization of the dissertation. The chair and committee members should be consulted regarding significant departures from the example below.

1. Introduction
 - a. Presents the research topic, purpose, and significance.
 - b. Explains why the topic matters for social work practice, policy, or theory.
 - c. Introduces the research questions or hypotheses.
 - d. May include positionality/reflexivity of the researcher.

2. Literature Review
 - a. Provides context and background to situate the topic.
 - b. Summarizes and critiques existing research relevant to the topic.
 - c. Highlights gaps in knowledge that the dissertation addresses.
3. Theoretical Framework
 - a. Identifies theoretical frameworks for understanding the topic.
 - b. Explains how the theoretical frameworks guide the study.
 - c. May conclude with the conceptual model or hypotheses.
4. Methodology (alternatively, may be integrated into chapter above or below)
 - a. Presents overarching methodological paradigm guiding the study.
 - b. Discusses and justifies methodological stance.
5. Methods
 - a. Describes the research design (qualitative, quantitative, mixed methods).
 - b. Discusses sampling and recruitment.
 - c. Explains nature of the data to be obtained.
 - d. Outlines procedures for obtaining the data.
 - e. Addresses data analysis strategies.
6. Results
 - a. Presents the data clearly and systematically.
 - b. Quantitative studies: statistical results, tables, charts.
 - c. Qualitative studies: themes, narratives, quotes.
 - d. Mixed-methods: integration of both.
7. Discussion.
 - a. Interprets findings in relation to research questions and existing literature.
 - b. Considers implications for social work practice, policy, and/or theory.
 - c. Discusses limitations of the study.
 - d. Suggests directions for future research.
8. Conclusion
 - a. Summarizes key findings.
 - b. Reinforces significance for social work.

The 3-article format has specific dissertation content requirements [located here](#).

Dissertation Defense

The final 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 area of specialization as it is related to the dissertation.

Defense Timeline. When all committee members agree that the written dissertation content represents the highest level of scholarship, both substantively and stylistically, the student is ready to begin planning a dissertation defense. The defense is typically held one academic quarter prior to the expected completion of the degree, but may be held *no later than* five weeks prior to the conferring of the degree. The dissertation defense shall be scheduled only during the regular university quarters or, if necessary, during the eight-week 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 final 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 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, so that the program can secure a room and send out a notice of the defense along with the dissertation abstract.

At least two weeks prior to the final defense, the candidate (in consultation with the chair) must submit copies of the final dissertation draft to each member of the committee, and to 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 School in electronic form.

One week before the final 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.

Defense Procedure. All committee members, or alternates approved by the Dean of Graduate School, 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.

The dissertation defense is scheduled for three hours and is conducted in a professional manner appropriate for this culminating academic milestone. The candidate is expected to prepare and orally present a formal summary of the research methodology and results, which should not exceed 30 minutes. After that, the dissertation committee asks the candidate questions, followed by audience questions. These may include, for example, questions about theoretical perspectives, analytical procedures used, and/or 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 area and must demonstrate a mastery of the area of specialization as it is related to the dissertation.

Defense Agenda. The defense agenda includes the following, in this order:

- When available, the Ph.D. Program Director begins the meeting by welcoming all in attendance and briefly describing the purpose of the dissertation defense, 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 and Graduate School Approval

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. If the oral defense is not satisfactory, the dissertation committee may recommend that the Dean of Graduate School permit the candidate to take another oral examination after a minimum of three months. The results of the second defense are final.

Manuscript Approval. In addition to the oral portion of the defense, the committee also formally determines whether the dissertation manuscript is satisfactory, and they may ask the student to make minor or major revisions after the oral defense. 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, and longer for more extensive revisions. 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 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.

Final Formatted Copy. The final copy of the dissertation should be formatted and bound consistent with Portland State University dissertation guidelines, which includes distinctions for the traditional or the 3-article (or "multi-paper") dissertation. See the Graduate School's [Electronic and Dissertation \(ETD\) Formatting Requirements](#) for the format you are using.

Additional Details about the Three-Article Dissertation Format

This format consists of three scholarly articles related to a specific area, and includes additional content explaining how the articles are connected. This is not the ideal format for all students and students should—in consultation with the prospective dissertation chair—decide as early as possible whether to pursue this option. Although students may switch from one format to the other, the committee's approval of the change is required. Unless otherwise noted here, the expectations, deadlines, and procedures are parallel to those for a traditional dissertation.

Authorship. Students must be sole or first author on all articles. As first authors, students are responsible for most of the work, including, but not limited to, development and articulation of a concept or idea for research, development of a research design, conducting the research and analysis, writing major portions of a manuscript, and interpreting results. Co-authors must be identified at the student's proposal defense. The articles and the role of the co-authors must be presented to the dissertation committee.

Formation of Three Articles. The three articles should form a cohesive body of work that has clear and explicit connective threads. The three articles should be distinct and clear from one another, and be approved by the dissertation committee. The articles cannot be similar such that the content could be more readily represented in one or two articles. Whether the extent of any overlap is excessive will be determined by the student's dissertation committee. It is the student's responsibility to make a compelling case for the distinctiveness/separateness of the three articles.

At least two of the articles should be based on empirical data which are analyzed by the student. In consultation with the committee, the student may choose to include a conceptual analysis or literature review as the third article. This paper must be connected to the thread or threads of the dissertation without overlapping heavily with the content of the other two articles.

A certain amount of overlap is acceptable. For example, portions of the literature review may need to be cited in the various articles because these portions describe the historical background of the study's focal topic. Redundancy can be carefully reduced by citing one's own work. However, self-plagiarism—reusing one's own previously written work or data in a 'new' written product without letting the reader and committee know that this material has appeared elsewhere—is prohibited.

The expectation is that the articles submitted for the defense be of publishable quality. In the proposal for this format, a student may include one previously published journal article, if:

1. The article was published during the student's matriculation in our Ph.D. Program;
2. All authorship requirements adhered to these guidelines; and
3. The dissertation committee agrees to include the published article as an integrated and substantial chapter of the dissertation.

Proposal Content. The 3-article dissertation proposal must include:

1. Chapter 1: Introduction
2. Chapter 2-4 include a proposal for each of three articles including:
 - a. An introduction laying out the importance and need for this particular manuscript.
 - b. For empiric papers, a detailed methodology section discussing the proposed methodology and methods for this study and/or this analysis.
 - c. For non-empiric papers, a detailed outline of the topics to be covered in the article, including an in-depth description of the main argument the student is planning to make, the conceptual framework the student is proposing, and the literature the student plans to cover in the paper.
 - d. A list of proposed journals, and a timeline for completion of the work. Note, if a student would like to include a published article as one of the chapters, they may substitute a copy of the article for the proposed chapter.

Proposal Defense. The defense of the 3-article dissertation proposal is expected to parallel the proposal defense for a traditional dissertation [described above](#). The dissertation committee judges the quality and acceptability of the proposed studies and articles. They must agree that the proposed methodology, methods, or concepts are rigorous enough to likely lead to 3 articles that would be suitable for publication in refereed journals. The student will receive continuous feedback and approval of these pre-published articles from their dissertation chair and committee members during the publication process. That includes quality of the manuscripts, journal submissions, responses to reviews of the manuscript, and guidance on acceptance.

Dissertation Content. The essential content of the 3-article dissertation is as follows, preceded by an abstract synthesizing the three articles, as well as an introduction and a conclusion:

1. Chapter 1: Introduction should function as the cord that weaves the various manuscripts together and describes, for the reader, their 'collective meaning' and 'combined contribution' to the field. It should include:
 - a. A definition or statement of the problem.

- b. Study significance (i.e., why it is worth researching, why it matters to social work)
 - c. The theoretical foundation(s) supporting the problem/issue
 - d. Overview of the important literature (i.e., it should be overview because each article will have its own unique literature review)
 - e. The overarching research questions
 - f. The methodology used to answer those questions.
2. Chapters 2-4 include each of three articles.
3. Chapter 5: Conclusion discusses the synthesis of what is learned from the three articles. In particular, this chapter:
- a. Summarizes the major findings, limitations, discussion, and recommendations;
 - b. Presents and discusses linkages (i.e., similarities and differences) between the separate articles that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work;
 - c. Ties everything together and helps the reader see how the various articles, taken together, contributes to the knowledge base regarding the problem;
 - d. Should present/discuss research imperatives, or knowledge gaps, which could not be visible when each article is considered individually; and
 - e. Should articulate how the findings from the three articles guide social work practice, policy, and education, and set an agenda for future research on the issues addressed in the dissertation.

All dissertation committee members need to agree that all three articles are of publishable quality in advance of moving towards the defense.

Dissertation Defense. Prior to final approval of the dissertation, all three articles need to have either been published or be submitted for review in peer reviewed journals. Otherwise, the defense agenda and process are similar, although it may take more time for the candidate's presentation of the findings and the discussion that follows.

If a journal editor suggests modifications after the successful completion and defense of the dissertation, a plan for addressing those suggestions should be shared with and approved by all committee members before the changes are submitted. Changes can be made to any of the manuscripts if the committee members are aware of and agree to the changes and their rationale. Students may opt to defer changes requested by a journal to which they have submitted an article until their dissertation has been successfully defended. If an article is rejected by a journal after the successful completion and defense of the dissertation, any new submission or resubmission, including changes in the authorship or article content, will be at the discretion of the PhD graduate.

Copyright for Published Articles. Before finalizing the proposal and formatting the dissertation, students must secure all copyright permissions from the publishing journal to include the article in his/her dissertation. When asking for permission to include the article in the dissertation, students should notify the journal editor that the dissertation will be made available on-line. Uploading the dissertation to the Portland State University Digital Libraries is a requirement of graduation.

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
- 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](#). 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 Canvas shell. 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

PSU Student Code of Conduct

PSU has adopted a formal [Code of Student Conduct](#) which is administered by the Office of Enrollment Management and Student Affairs, and includes an alcohol and drug policy.

PSU Office of Equity and Compliance

The 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 practicum instructors should 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, please review [Oregon's mandatory reporting requirements](#).

SSW Internal Safety Issues Policy Statement

Safety is a priority in the School. 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 review the information at the following websites.

- PSU's [Campus Public Safety Office](#) has a range of safety resources, and Campus Public Safety maintains the emergency alert system for campus safety and emergency information. Students are asked to keep their contact information updated in the student information system to ensure they receive notifications in their preferred format.
- The School of Social Work [safety webpage](#).

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 following:

- [PSU Student Finance - Scholarships](#)
- [Office of Graduate Studies Graduate Assistantships](#)

Graduate Student Assistantship and Tuition Remission. Graduate assistantships provide tuition remission, partial remission of the mandatory fees, 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. [Additional information](#) is available through the Graduate School, including links to the Graduate Employees Union.

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 through NASW. Students are also encouraged to review doctoral funding opportunities through the [Group for the Advancement of Doctoral Education \(GADE\) in social work](#).

SSW Student Emergency Fund

The SSW provides assistance through the [SSW Student Emergency Fund](#), where students may access a \$250 gift via direct deposit or check by filling out a request form. The fund is open to all students enrolled in the SSW who are experiencing financial hardship. This fund is composed of Hardship Funds, which are monies that are not intended to pay for tuition, fees, fines, or cost of attendance. Students can only access this fund once per academic year. This Fund is dependent entirely on generous donations made by SSW Faculty & Staff, alumni, and other individual donors.

Participation in the Governance of the School

Student Representatives. Two student representatives serve on the Ph.D. Program Committee for two-year terms, with one cycling off each year. During spring of each academic year, the current year student representatives coordinate a survey to elect a new student to replace the outgoing representative in the following academic year. Student representatives attend committee meetings, and participate in all actions of the Committee, with the exception of discussion related to the comprehensive examination, as well as any discussion related to concerns about the academic progress of a specific student. Student representatives provide program updates to other Ph.D. students and ask for feedback. Student representatives may also be involved by working with the Program Director to match up first year students with continuing students as peer mentors, and by attending the Ph.D. Program Welcoming to share their experiences.

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 initially formed in 1998 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. The PSSWA is intended to support student connection and community, it is also a vehicle through which students can bring areas of concern to the Ph.D. Program Committee through their student representatives. Please note that the PSSWA is supported by the program and the SSW (e.g., providing funds to host a Ph.D. student gathering) but it is intended to be a student-driven association, and in some years, the group has not convened.

Student Resources

PSU Student 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 [PSU Student Resources](#) site.

PSU 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 Students of Color Collective. The Students of Color Collective (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 holds social gatherings outside of the school to build community and further support one another.

SSW Ph.D. Student/Adjunct Study Room. In order to successfully complete the doctoral program in a timely manner, the Ph.D. program provides students in the program with access to the ASRC building 24/7 for a quiet designated study space in the PhD Student/Adjunct Study Room. This is a shared space for the current SSW adjunct faculty and students from the Ph.D. program to use. PhD student mailboxes are located in this room.

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 lab has twenty PC workstations and two printers available for SSW student use for academic work. The lab 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.

SSW 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 a regular basis.

Student Name Change and Preferred Names. If students change their first or last legal names, download the [Student Information Change](#) form and submit the form to the Registration and Records Office in the first floor lobby at Fariborz Maseeh Hall with proof of legal name change. Portland State University [supports the use of preferred names for students, faculty and staff](#) while maintaining the official, legal name required for academic records and data integrity.

APPENDIX A.

POLICY ON ACADEMIC DISHONESTY AND INTEGRITY

School of Social Work, Portland State University

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 National Association of Social Workers (NASW) [Code of Ethics](#) commitments, as well as the Council on Social Work Education's (CSWE) [National Statement on Research Integrity in Social Work](#). Students affiliated with the Child and Family Studies Program are expected to adhere to the National Council on Family Relations' (NCFR) [Code of Ethics](#) for educators.

Expectations of Students

- 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 practicum 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.

Expectations of Faculty

- 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.

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- 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](#), 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.

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- 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).

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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. 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 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 consider 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](#), as described below

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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.
6. Outcomes and findings in the conduct process are separate from grading. Grades are given at the discretion and review of faculty.

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 of the decision of the Senior Conduct Officer or the Committee shall be made to the Vice President for Enrollment Management and Student Affairs, whose decision is final.
2. Appeal hearing requests must be in writing and received by the Vice President within ten (10) Days following the date of the letter notifying the Respondent of the outcome of the hearing.
3. The request for an appeal hearing must state sufficient grounds for an appeal. Dissatisfaction with a decision is not grounds for appeal. Appropriate justification may include (a) new information that was not available at the time of the original hearing; (b) a demonstration that the sanction(s) imposed were outside of the University's authority; or (c) demonstrated errors in the conduct process. Justifications described in (a) or (c) will not be a basis for sustaining an appeal unless the deviation would have materially affected the decision of the Committee or the Senior Conduct Officer.

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4. After receiving the request for appeal hearing, the Vice President or designee(s) will review the appeal request, together with any other information the Vice President deems relevant, and determine whether an appeal hearing would assist the Vice President in deciding the appeal. The Vice President may grant an appeal hearing, or not, in their best judgment. The Vice President may also request the Committee or Senior Conduct Officer to conduct an appeal hearing and make findings and recommendations to the Vice President. The Vice President may limit the subject of hearing to the matters that will assist them in deciding the appeal.
5. If the Vice President grants a hearing, the Vice President will facilitate the hearing procedures or remand the matter to a hearing body. All appeal hearings are closed, and the information and supporting documents presented are confidential except as required by law. The appeal hearing is informal and does not follow administrative contested case or courtroom procedures, including formal rules of evidence.
 - a During the appeal hearing, if any, 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. Delays will not normally be allowed due to the scheduling conflicts of an advisor. The Respondent will be expected to speak on their own behalf at the hearing. Advisors are generally not permitted to speak or participate directly in the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Vice President 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.
 - b The Respondent's failure to cooperate or appear at the appeal hearing will not delay the disposition of the appeal. The Vice President may dismiss the appeal if the Respondent fails to appear at the appeal hearing.
 - c At the appeal hearing, if any, the Senior Conduct Officer or the Chair of the Committee will have the opportunity, within any limits prescribed by the Vice President in granting the appeal hearing, to offer information and to review and respond to all information presented;
 - d At the appeal hearing, if any, the Respondent will have the opportunity to offer information on their behalf, within any limits prescribed by the Vice President in granting the appeal hearing, and to review and respond to all information presented.
 - e The Vice President or designee(s) may ask questions of any person present during the appeal hearing. The Vice President may invite questions and comments from advisors or others present. No person other than the Vice President may ask questions of persons present at the hearing.
 - f If the Vice President decides an essential person or piece of information is missing, the Vice President may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

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- g After the Vice President has determined that all the necessary information has been presented and questions answered, the appeal hearing will be closed. The Vice President will determine, based on a preponderance of evidence (which means whether something is “more likely than not”), whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.
 - h The Vice President’s decision will be in writing to the Respondent with copies to the Senior Conduct Officer and/or Chair of the Committee.
- 5. Sanctions associated with a decision are deemed upheld unless the Vice President specifies otherwise in their written decision.

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

Baccalaureate in Child, Youth, and Family Studies, Baccalaureate in Human Services, Baccalaureate in Social Work, Master of Social Work, and PhD in Social Work and Social Research Programs

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 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 their professions. All students, throughout their programs in courses, practicum experiences, and communications, 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 websites ([Student Code of Conduct](#), [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 or program did not inform the student.

I. Advancement Requirements

Students are expected to adhere to both academic and behavioral standards as outlined below.

- 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 are expected to behave in a professional manner in all academic and practicum experiences, abide by their relevant code of ethics, comply with the standards of the practicum setting, and make adequate progress in developing their relevant professional skills. For more specifics see the relevant program handbook.

Behavioral Standards

The PSU SSW has established Behavioral Standards for students that focus on academic performance and also emphasize the abilities and attributes essential for professional practice. These requirements apply in the classroom, in practicum settings, in our school, the university, and in the broader community and societal context. Following are the Behavioral Standards each student must satisfy, with or without reasonable accommodations, to enroll in, fully participate in, progress through, and graduate from any PSU SSW program. Behavioral expectations are tied directly to professional standards, including the Council on Social Work Education core competencies, NASW Code of Ethics, the National Council on Family Relations Standards for Ethical Conduct, and the National Organization for Human Services Ethical Standards amongst others in our fields of practice. Our goal is to apply these expectations consistently, with a commitment to educational equity and student success.

1. Communication. Students must be willing and able to:

- Communicate effectively, responsibly, and in a timely manner in interactions with other students, faculty, practicum instructors, staff, clients and client systems, and other professionals they might come in contact with in their student role.
- Demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to listen objectively and interpret nonverbal communication.
- Communicate clearly through written documents at a level appropriate for their stage of education.

2. Intellectual and Cognitive Skills. Students must have the ability to:

- Think critically and apply problem solving skills.
- Acquire knowledge and process experiences to inform practice.
- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, emotions, biases, current and past experiences, and consider how these factors affect their thinking, behavior, interactions and relationships.
- Take responsibility for their own actions and consider the impact of these actions on others.
- Be punctual and dependable, prioritize responsibilities, manage time, and attend class and practicum in accordance with relevant policy.
- Observe deadlines, and arrange and keep appointments.
- Navigate transportation to attend practicum and classroom requirements.
- Integrate new and changing information obtained from the classroom and practice environment.
- Accept and integrate into practice constructive feedback received in both the classroom and practicum settings.

3. Emotional and Behavioral Readiness. Students must be willing and able to:

- Demonstrate awareness of the impact of stress, conflict, and vicarious trauma on self, colleagues, and your practice.
- Seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.
- Demonstrate the ability to navigate demanding workloads and adapt to changing environments and situations.
- Display good judgment in communication, interpersonal behaviors, and personal and professional boundaries, acknowledging cultural differences.
- Show the capacity to successfully complete required practicum hours and course engagement to demonstrate positive progress in the required competencies and learning outcomes in the practicum and classroom settings.

We recognize that some students may have disabilities that affect aspects of functioning relevant to academic and practicum success. In alignment with our commitments under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, students have the right to request reasonable accommodations through the Disability Resource Center (DRC). Students are encouraged to connect with the DRC before they begin their coursework and practicum—or as soon as an access need arises—in order for planning and coordination to occur proactively.

If concerns about a student's behavior emerge in academic or practicum spaces, the School will engage in a collaborative process, as outlined below in the Procedures for Addressing Concerns, to determine whether

the behavior may be disability-related, and whether reasonable accommodations can support the student's continued participation. Any accommodation must maintain the integrity of the learning experience and not fundamentally alter essential classroom or practicum functions or compromise safety. This process may include the student, DRC staff, faculty, practicum site personnel, and members of the School of Social Work program team.

II. 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 Practicum 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 internship/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).

III. 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 concern(s). If the student is registered with the Disability Resource Center (DRC) and has accommodations that may be applicable to the Plan of Assistance process, the student should contact the DRC to discuss desired accommodations for the Plan of Assistance process. The DRC will then contact the appropriate representative of the SSW 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. The plan is a formal written document that contains the following:

- A description of the concern(s) about academic performance or professional behavior, identifying strengths and challenges.
- Goals/Outcomes of the plan.
- Action to be taken by the student to reach the goals.
- 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 placement and the plan extends into the following term, the faculty liaison 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.

IV. 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, advisors, and/or staff member raising the concerns and the Program Director will make a request to the SSW Student Affairs Committee Chair, who serves as the Chair of SSW Student Affairs Committee, for a Performance Review. That request will include the following:

- A description of the concern(s), identifying strengths and challenges, attempts to address the concern(s), 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 Reviews will not be conducted during the summer months when faculty are off contract.

Performance Review Steps

1. 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 recorded.

- Faculty on the committee and inviting the student to nominate at least two additional full-time faculty, one of whom will be selected by the SSW Student Affairs Chair to serve on the committee for this Performance Review.
- Inform the student that they may bring a support person to the meeting who must complete a release of information form in order to adhere to FERPA standards.
- 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 (when possible) in advance of the scheduled meeting.
- Invite the student to submit supporting documentation to the Chair at least 2 working days (when possible) in advance of the scheduled meeting, noting that the documents will be shared with committee members.

2. If a student wants to request disability-related accommodations for the Performance Review Process, they may request them via the DRC. If disability-related accommodations are approved, the DRC will then contact the appropriate representative of the SSW Student Affairs Committee to determine whether the accommodation is reasonable in the performance review setting. Students can contact the DRC at 503-725-4150. Students can request accommodations at any time during their educational tenure.

3. The SSW Student Affairs Committee Chair, or their designee, 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(s) 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 Practicum to attend to provide information on policies and professional standards.

The Chair will document the above preparation activities on the Performance Review Checklist.

4. Performance Review Meeting – The Chair will convene the meeting and go through the following process. The meeting will be recorded 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 concern(s) will summarize the concern(s).
- The student will respond to the concern(s) 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 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 concern(s) will be excused and the committee will meet in private for deliberation. The committee may invite the Director of Practicum 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 is sufficient. The committee will make a decision in one of four ways.
- The committee may find:
 - o There were not sufficient grounds for any action and recommend no action.
 - o There were sufficient grounds for the concern(s), but the concern(s) have been addressed and recommend no action.

- o 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 addressing any specific program accreditation standards, engagement and/or attendance in courses and practicum, and demonstration of SSW professional standards.
- o 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 recorded. At the end of the meeting the student will be asked if the Policy on Academic and Professional Behavior and Performance has been followed.
 - o If the student is dismissed from the program they will be required to withdraw from all courses and if applicable, their practicum 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 Office of Graduate Studies (for graduate students), the student's advisor, the student file and other relevant parties with a reason to know. The recording will be deleted one academic term after the letter has been sent to the student, or upon the conclusion of any appeals process (see below); in that case the recording will be kept until the issue is resolved.

5. 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 in writing 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 schedule 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:
 - o The Performance review process had no flaws.
 - o The Performance review process had minor flaws, but they did not impact the fairness of the process.
 - o 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 final outcome of the meeting.
- 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.

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

“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 uses 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 the 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 practicum 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 practicum 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 practicum placement, it is strongly recommended that you to explore the following questions with your practicum instructor and/or task supervisor:

1. Does your practicum site have a policy on the use of social media communication tools? If so, review the policy with your practicum instructor. If not, what expectation does the agency have regarding the use of social media during practicum 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?

SSW Guidelines about the Use of Social Media

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 Complicate 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 handheld 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 practicum 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 practicum 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 practicum, 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 area(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 practicum 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, practicum 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 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. SSW doctoral students who are interested in independently teaching courses during the following year have to attend SSW PhD Student Mandatory Teaching Orientation held in one of PhD Seminar sessions. The 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 per year; and
 - to address rights and responsibilities for doctoral students to teach courses at SSW.
2. Annual workload survey is sent out 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:
 - Each program director individually considers teaching assignment based on student's preference indicated in the workload survey
 - 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 is assessed based on the current end of term teaching evaluation without creating a new evaluation form.