Simmons
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SocialWork@Simmons

DSW Student Policy Handbook
& Program Information

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**DOCTORATE OF SOCIAL WORK
STUDENT POLICY HANDBOOK & PROGRAM INFORMATION**

The Doctorate of Social Work Student Policy Handbook and Program Information is the Doctorate of Social Work (DSW) student's guide to the program.

Students are responsible for knowing the policies and procedures in this document, as well as Simmons School of Social Work Policies and the Policies of Simmons University, which are available on the Simmons University website.

The information in this document is subject to change. The Simmons School of Social Work reserves the right to change any policy or procedure without notice.

GENERAL INFORMATION
SCHOOL OF SOCIAL WORK MISSION STATEMENT
The Mission of the Simmons University School of Social Work is to provide exceptional training, build knowledge and further social and economic justice. We provide transformative learning experiences to students at the bachelors, masters and doctoral levels. Our graduates are prepared to practice social work in a complex, multicultural world and engage in leadership, scholarship, and teaching, drawing from evidence-based and community informed research, and interprofessional education. Our teaching, scholarship and community engagement purposively includes community stakeholders and works to empower marginalized, oppressed and excluded populations. We promote social change through advancing understanding of the connection between individual circumstances and social policy structures, case to cause.

DSW PROGRAM MISSION STATEMENT
The mission of the DSW program is to develop scholar-practitioners with expertise in the pillars of advanced practice, teaching and leadership. DSW graduates are holistic scholar-practitioners who seamlessly apply doctoral-level knowledge and innovative practices to advance the profession of social work. The DSW program is designed by expert faculty-practitioners who train students to become holistic scholar-practitioners as defined by ability to apply evidence-based frameworks grounded in the principles of social justice, including diversity, equity, inclusion, intersectionality, power analysis and anti-racism (DEIPAR), using interdisciplinary approaches, to transform their clinical, pedagogical and leadership practices. Through this experience, DSW graduates are prepared to make a meaningful difference with their work.

DSW PROGRAM GOALS
DSW graduates are prepared for diverse career paths in the areas of social work thought, education, clinical practice, and leadership. Students become doctorally-prepared holistic scholar-practitioners by:

PG1. Learning emerging anti-racism practices and being prepared to implement novel approaches in social work educational programs, agencies or their practices and/or consultancies.

PG2. Engaging in systematic inquiry that adheres to scholarly convention, including critical evaluation and use of advanced-level evidence-based practice.

PG3. Developing leadership skills that prepare them to build and sustain organizations that live up to the core values of social work and the values of the communities they serve, including educational programs.
   a. Gaining advanced understanding of leadership theory and skills needed to promote inclusion, anti-racist practices, and improve client systems.

PG4. Building advanced understanding of teaching practice grounded in diversity, equity, social justice, anti-racism, interdisciplinary approaches; learning theory, evidence-based pedagogy; responsive teaching and classroom practices; and knowledge dissemination.

PG5. Translating new and inclusive teaching skills to both traditional academic and other diverse educational contexts.

CSWE Core Expertise and Skills for Doctoral Practitioners
Professional doctoral programs, regardless of focus, should prepare doctoral practitioners to:
- C1 Engage in systematic inquiry that adheres to scholarly conventions;
- C2 Use and critically evaluate at an advanced-level evidence-based practice;
- C3 Develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
- C4 Demonstrate leadership in social work practice and education; and
- C5 Develop and maintain substantive expertise in one or more areas of social work practice.

DEIPAR—Framework & Definitions
(diversity, equity, inclusion, intersectionality, power analysis, anti-racist)

DEIPAR is an evergreen, or living, framework that is grounded in principles of social justice, and is used to organize the way we include these principles. It is not designed to be static in definition, but to evolve with the changing social definitions of each of its facets. It is designed to be stable in its role as a framework that helps those engaged with it to develop baseline understandings of these principles of social justice. This framework infuses the particular foci and emphases of those who use it to help them develop their own DEIPAR informed perspectives on issues central to them. An expanded discussion is provided in the following source: Dyer, J. T. & Gushwa, M. (2024). DEIPAR Deeper: A Curricular Social Justice Framework and Culturally Responsive Evaluative Tool. In Dyer, J. & Flores-Carter, K. (Eds). Infusing Social Justice into Social Science Practice. Kendall Hunt Publishers. p53 - 65.

The definition of social justice adopted for this program:

Social justice embraces the complex, intersectional identities of individuals, and the rich histories of communities, in the redistribution of resources and opportunities, educational and beyond…through a transformative process that disrupts the marginalization of non-dominant social groups.

(Adapted from Pugach et al, 2021, 238)

Diversity

- The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status."

CSWE EPAS Competency 3, 2022, p. 9

Equity

- "Equity is the condition of fair and just inclusion into a society. Equity will exist when those who have been most marginalized have equal access to opportunities, power, participation and resources and all have avenues to safe, healthy, productive, and fulfilling lives. It requires restructuring deeply entrenched systems of privilege and oppression that have led to the uneven distribution of benefits and burdens over multiple generations. Society will be stronger when the promise in all of us is actualized." City of Boston

Inclusion

- "Inclusion is the active, intentional, and ongoing engagement with diversity…in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact with and within systems and institutions."
  (a) AAC&U -Burns-Wallace -CERPP-Conf-Session-1-Handout
  (b) AAC&U -Hope for a Better Way -2023 -Pasquerella

Intersectionality

- "Conceptions of discrimination and disparities must account for the interaction of marginalized identities for those who are "multiply burdened…[b]ecause the intersectional experience is greater than the sum of" any single -ism experienced" (Crenshaw, 1989, p140). "Intersectionality operates as both the observance and analysis of power imbalances, and the tool by which those power imbalances could be eliminated altogether. And the observance of power imbalances, as is so frequently true, is far less controversial than the tool that could eliminate them" (Coaston, 2019).

Power

- The word power, by definition in any dictionary, is simply 'ability' or 'capacity.' Structural power comes from the relationships that social groups have with each other (1), which is impacted by their positionality in society. The positionality created by various social constructs, such as race, gender and class, can also shape the agency or efficacy of an individual or group, and shape social dynamics: "power is a dispositional concept, identifying an ability or capacity, which may or may not be exercised (Lukes, 2005, p109). (1) Three Faces of Power ([found here](#))
    - **Marginalization --** Marginalization is a manifestation of power. It is both a condition and a process that prevents individuals and groups from full participation in social, economic, and political life enjoyed by the wider society. (Alakhunova et al, 2015, p2)
- What has been identified by some as the third face or dimension of power refers to the ability to shape ideas and to influence. This may include "the languages, the concepts, categories, imagery of thought, and the systems of representation—which different classes and social groups deploy in order to make sense of, define, figure out and render intelligible the way society works" (Hall, 2005, p26).

Anti-racism

- "Anti-racism is an active way of seeing and being in the world, in order to transform it. Because racism occurs at all levels and spheres of society and can function to produce and maintain exclusionary 'levels' and 'spheres,' anti-racism education/activism is necessary in all aspects of society. In other words, it does not happen exclusively in the workplace, in the classroom, or in selected aspects of our lives. … [Racism] is complicated (and often reinforced) by other forms of oppression."
- "A person who practices anti-racism is someone who works to become aware of:
    - How racism affects the lived experience of people of color and Indigenous people;
    - How racism is systemic, and has been part of many foundational aspects of society throughout history, and can be manifested in both individual attitudes and behaviors as well as formal (and "unspoken") policies and practices within institutions;
    - How people participate, often unknowingly, in racism."

Alberta Civil Liberties Research

OVERVIEW

The DSW Program is 48 credits with a total of 15 courses, which is typically completed within 2 to 4 years. Students take three courses in each of the three core areas of leadership, practice and teaching. Additional coursework enables students to shape their skills as research-informed practitioners. In order to advance to candidacy in the Capstone Seminar course, students will need to successfully complete the Integrative Seminar course, which includes the Integrative Paper. Once candidacy is achieved, students can begin work on their capstone project, where they integrate their learning via the lens of anti-racism, diversity, equity, inclusion, and power. The completed capstone project includes a plan for dissemination of the represented knowledge and is presented to faculty and their peers.

ADMISSION TO THE PROGRAM

GENERAL PROCEDURES

The DSW Program admits students to begin courses in January, May, and September. Applications are accepted on a rolling basis. Applicants should consult with Student Financial Services to determine timelines for receipt of financial aid.

An MSW degree from a Council on Social Work Education (CSWE) accredited program and a minimum of three years post-master's degree of relevant experience is required. Applicants must submit via the online application portal, a personal statement of professional and educational intent, a resume, two letters of recommendation, and transcripts from all institutions attended, regardless of whether a degree was earned or not. If English is not an applicant's first language, a Test of English as a Foreign Language (TOEFL) score or an International English Language Testing System (IELTS) academic score that demonstrates satisfactory proficiency is required. Details regarding application for admissions can be found on the School of Social Work website.

In order to hold a place in the DSW Program, a tuition deposit must be received by the date indicated in the acceptance packet. Deferrals are permitted at the discretion of the School of Social Work only once admission has been granted and a deposit paid. If an applicant is admitted to the DSW Program but requests a deferral, any deferral that is granted would extend one calendar year only.

DSW Program Admission Criteria
- A Master of Social Work (MSW) degree from a CSWE-accredited institution is required.
- A GPA of at least 3.0 or higher in their MSW (preferred) coursework.
- Three years relevant post-MSW experience is required, and should be reflected clearly on a resume.
- In the Statement of Professional and Educational Intent (in appendix), the applicant should demonstrate a commitment to advancing their skills and knowledge in the areas of social work practice, leadership and/or higher education.
- Letters of recommendation should reflect the applicant's readiness for doctoral education.
- An academic transcript from all institutions attended, including community colleges, regardless of whether a degree was earned or not.
- No standardized test scores are required, except for international applicants in which English is not their first language (TOEFL or IELFTS required).

- An interview is not required; however, under certain circumstances the School may require an interview after application review.

Process and Procedure for Evaluating Applicants
Application files are screened by admissions staff and reviewed by DSW faculty. Each applicant's file is reviewed against the criteria for admission. Faculty reviewers make the determination to accept or reject applications. Applicants are informed of their admissions status (accepted or rejected) via email.

TRANSFERS & WAIVERS
Transfer Students Applying to Simmons from other Doctoral Programs
If an applicant wishes to transfer into the DSW Program from another doctoral program attended within the past five years, they must complete the regular admission application and meet admission criteria. In addition, transfer applicants must include all transcripts from their doctoral studies, a letter of good standing from their program director or dean, and a personal statement explaining their reason for wanting to transfer into the Simmons DSW Program.

Current DSW Student Transfer and Waiver Policy
The DSW program does not accept transfer credits or requests for waivers from matriculated students.

Student Expectations & Responsibilities
DSW students are expected to be versed in understanding professional ethical conduct and academic performance as a result of their MSW education and professional practice experience. This includes that students cannot mis-identify themselves or their credentials; for instance, as DSW Candidates if they have not successfully completed SWO 714, nor can they refer to themselves as or use the title of "Dr." until they have successfully completed the program and received the degree.

These remarks are primarily an overview of Simmons University expectations in these areas. Students are expected to know this content and apply it in their studies and practice while in the DSW program. Simmons University DSW students take on the role of being a member of our community at their home locations and in their arenas of work.

The principles and values of the NASW Code of Ethics guide our profession: service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence. They require a commitment to respecting others as well as to working to increase one's own self-awareness and self-knowledge, taking responsibility for personal behavior and self-care.

We expect these principles, including knowledge of the ethics and laws that govern practice to guide professional behavior, in addition to the student's state licensing board regulations. Therefore, as a part of our community, we expect professional behavior from DSW students where they practice. The Simmons School of Social Work faculty and staff expect ethical and honorable behavior from students, and for students to understand and adhere to the school's academic policies

Failure to meet generally accepted standards for professional conduct, ethics and personal integrity requisite for professional social work practice, as outlined in the *NASW Code of Ethics* may constitute grounds for a Level 3 review (see below) or the filing of a Student Code of Conduct or Academic Integrity infraction, and could result in academic sanctions including

dismissal. DSW students are also expected to be familiar with and abide by the SocialWork@Simmons Live Session Protocol and Online Etiquette.

ADMINISTRATION OF THE PROGRAM

The DSW Program Committee

Charge: The faculty delegates the DSW Program Committee to set policy and implement procedures for the DSW Program. This is accomplished within the general guidelines, policies, and procedures of the School of Social Work through the Faculty Policy Manual Implementation Guidelines. In implementing this charge, the DSW Program Committee:

- Reviews the applications of prospective students and determines their admission to the DSW Program
- Develops, reviews, and revises the DSW Program's curriculum and procedures
- Develops, administers, and determines the outcome of the Integrative Exam
- Develops, reviews and revises procedures for the capstone process
- Makes recommendations to the Faculty regarding awarding of the DSW degree.

DSW Committee Membership: The DSW Committee consists of the DSW Program Director, the online MSW Program Director, and all full-time DSW faculty who teach in the DSW Program, any full-time SW faculty who teach in the DSW Program within any two-year period, and a tenured faculty member or one who teaches in the PhD program who is ex-officio. The ex-officio member also serves a two-year period. The Committee membership can include one doctorally prepared and licensed faculty from both campus-based and online programs who will be elected by the SSW faculty and serve on the committee for two-year terms.

Unless contested, two doctorate students will be selected by their classmates each year to serve one-year committee terms. The President and another elective member from the DSW SGO Executive Board will participate in the faculty DSW Program Committee meeting. However, student members do not have a vote and are excluded from participating in the forum when individual student issues or other sensitive issues are addressed. Students must be in good program standing to hold elected office in the DSW SGO.

Faculty Mentoring (FM)

Students are connected to a Faculty Mentor within their first term in the program via an introductory email and others periodically throughout the term. Students have primary responsibility for meeting at least one meeting per term with their FM. Students should meet with their FM regularly to establish a productive mentoring relationship. Meetings between students and FMs should focus on goal attainment throughout the program, evolution of professional identity, and areas of professional and research interest, professional career development, as well as capstone project idea development until the student reaches SWO 714 and 715. Once students have matriculated into 714 and 715, their mentor for the Capstone process becomes their course instructor.

The FM can facilitate contact with the Academic Advisor as needed for concerns about conflicts that might impact course progression or academic support. Students who require support related to personal issues or general academic concerns are encouraged to seek assistance and referrals through the Academic Advisor, or the Student Success Representative.

Students experiencing emergencies or who are in crisis should contact 911 Emergency Services.

DSW Student Government Organization

The Simmons University School of Social Work DSW Student Government Organization (DSWSGO) is a self-governed student group designed to provide mutual peer support among DSW students at all phases of the program. The DSWSGO's primary goals are to assist students through the normal challenges of the program, to provide support during transitions and adjustments, and to provide a forum for information sharing among students and with faculty.

Each academic year DSW students elect a representative and an alternate to be non-voting members of the DSW committee, one from the capstone project cohort and one from the pre-capstone project cohort. Each serves one-year committee terms, must maintain good standing in the program with a 3.0 GPA. They are excluded from participating in meetings when individual student issues are discussed. The representatives report back to the DSW student cohort about committee discussions and decisions.

The AA functions in the roles of Advisor for DSW Student Government Organization (DSWSGO, see below) and Facilitator for DSW Community Meetings.

COMPONENTS OF THE DSW CURRICULUM

Overview & Coursework

All students are required to take and pass the courses listed below. From time to time the curriculum will be revised by the Doctoral Committee to meet student learning needs. Current students will be advised of any changes and related implications for their course of study by the Director of the DSW program. Students must follow their plan of study as it is written. Any changes to plans of study must be discussed with the Academic Advisor.

SWO-701: Transformation, Inspiration, and Inclusion: Social Work Leadership for the Future (Leadership 1)

SWO-702: The Inner Life of the Adult Learner: Introduction to Theory and Practice (Teaching 1)

SWO-703: Seminar in Ethics & Social Justice

SWO-704: Deconstruction and Development of Clinical Social Work Knowledge and Practice (Practice 1)

SWO-705: Power, Passion & Social Change

SWO-706: Theories to Advance Practice (Practice 2)

SWO-707: The Research-Informed Practitioner

SWO-708: The Fundamentals of Inclusive Course Design and Effective Instruction (Teaching 2)

SWO-709: Strategies for Decolonized Clinical Supervision & Leadership (Leadership 2)

SWO-710: Complex Learning Environments (Teaching 3)

SWO-711: Complex/Diverse Populations (Practice 3)

SWO-712: Interdisciplinary Social Work

SWO-713: Adaptive Leadership: Implementing Leadership Through Social Justice Lens (Leadership 3)

SWO-714: Integrative Seminar

SWO-715: Capstone Seminar (6 credits)

SWO-715: Capstone Seminar (6 credits)

Advancement to Candidacy

Students advance to candidacy upon successful completion of the Integrative Seminar course (SWO-714). In the Integrative Seminar, students must successfully complete and earn passing grades on three papers:

1. Integrative Paper. The focus of the Integrative Paper is a culmination of what students have learned from the program. Students should have identified their broad area of interest when coming into the program. The focus of this paper is to synthesize what has been learned from the different program pillars and the DEIPAR lens.
2. Literature Review: The purpose of the literature review is to explore what exists in the scholarly literature about a specific topic area. This is a substantive review of ideas and must provide project gap discussion and project justification. The literature review will become a part of the student's proposal.
3. Proposal: The proposal is an outline of your Capstone project. It is a step by step map detailing the work of the project to be undertaken.

Based on student completion of the Integrative Paper, the Literature Review paper, and their Proposal for their Capstone project, course faculty will formulate questions for an oral defense. Upon faculty review and determination of successful defense, students will advance to candidacy.

To advance successfully in the program, it is necessary for students to build the skill to work independently. The scaffolding students experience from the course instructors is reduced as students progress through the program, so that by the time they have reached SWO 714, students are able to develop their own agenda and plan for their proposal and eventual Capstone project. The plan that is developed for implementation must be logical, undergirded by scholarly literature, well written and demonstrating critical thinking, with knowledgeable incorporation of APA format. The course instructor in the SWO 714 & SWO 715 courses shifts out of the role of being someone who tells the student how they should be doing their project, to someone who mentors and supervises the development and implementation of the student initiated project.

Please note:
This program is not structured to support any lengthy and/or large scale project research designs. As such, the program will not approve any projects that include data collection, or quantitative and qualitative analyses, or that need IRB approval. Students will be redirected away from designing projects involving human subjects as a Capstone project option due to the time limits associated with IRB review. No IRB related projects will be approved.

The Integrative Seminar and Capstone Seminar Overview

<mark>**Overview of Time management & Becoming a scholar — Critical Thinking / writing, synthesis and self-editing**</mark>
- <mark>Time management — You have to make time in your schedule. You cannot do this without making changes that give you more time for your studies and Capstone.</mark>
- <mark>Becoming a scholar — Review the content below for resources and processes involved with critical thinking and writing, and synthesis, and self-editing.</mark>
  - <mark>Literature Synthesis 101: https://gradcoach.com/literature-review-synthesis/#:~:text=Simply%20put%2C%20literature%20synthesis%20means,study's%20research%20aims%20and%20questions</mark>
  - <mark>Critical Thinking and Writing: https://libguides.uos.ac.uk/academic-writing/critical-thinking-writing</mark>
  - <mark>How to Edit Your Own Work: https://www.wordstream.com/blog/ws/2016/02/12/self-editing-checklist</mark>
  - <mark>Checklist for Self- & Peer Editing: https://www.readwritethink.org/sites/default/files/Editing%20Checklist.pdf</mark>
  - <mark>First Person vs Third Person in writing: https://apastyle.apa.org/style-grammar-guidelines/grammar/first-person-pronouns https://apastyle.apa.org/blog/first-person-myth https://alliant.libguides.com/c.php?g=692717&p=4907987</mark>
    <mark>*When writing a reflection, use of the first person pronoun is acceptable, however, the quality of that reflection must still reflect quality critical thinking.*</mark>

What is the DSW Capstone Project?
The Capstone is the culminating degree project designed to address a problem, gap or unmet need in social work practice, leadership, or teaching. ***The proposed project should be clearly described to be social justice focused and include how it adds novel content to the Social Work profession.*** The strategy used to address the identified concern can be creative and delivery of the project can be varied. However, students will demonstrate their expertise in a chosen area through application of knowledge and theory gained in the three program pillars of practice, incorporating the DEIPAR social justice lens. Ultimately, the project [1] should advance the future of social work practice, leadership and/or education, and [2] set the stage for their post–DSW career trajectory. Students can consider projects that include but are not limited to the following:
- Course Development and Teaching Demonstration Video
- Business Development Planning (new business model or proposal; adding a previously non-existent practice component to current practice)
- Grant Application
- Scholarly Article (i.e. analysis paper regarding a given practice area)

- Policy Analysis Paper
- Website Development
- Podcast Series Development

How do I pick a Capstone Project idea?

- **A Capstone project should be:**
  a. Grounded in the DEIPAR framework (social justice analysis) – review the DEIPAR video in your Foundations course, in Module 1 (DEIPAR Overview and Application). How are you accounting for each of the various principles represented by the acronym DEIPAR? Keep in mind that the 714 Proposal should identify the ways that each principle of the organizing framework is designed to manifest in the project. If a principle might not apply to your social justice project, it would be important to specify why it would not.
  b. Relevant- A topic should be related to work experience, career goals, and/or a social problem.
  c. Interesting to you! You will be doing a great deal of reading on this topic and you want to be interested in what you are reading.
  d. Project must advance the future of social work practice, leadership and/or education, as related to their career. Students must be able to justify the contribution being made through a thorough literature review. Identify significance of the project to the profession, including how it may fill a gap, advance knowledge or contribute to improved practice at any of the different systems levels. Basically addressing the "so what" question.
  e. Manageable- Your topic and project should not be too broad making it difficult to cover with the literature. Be sure that your topic is also not too narrow that you cannot locate literature on your topic.
  f. Scaled to Time Limitations- Make sure to develop your project to be completed in a 7-8 week period of time.
  g. ***ALL STUDENTS MUST IDENTIFY A TOPIC FOR YOUR CAPSTONE PROJECT PRIOR TO ENTERING THE 714 COURSE.*** Synthesize your prior learning to do this.

- **Begin with what you love. Reflect on what your passions are and the desired impact you want to make:** Think back at what you discussed in your DSW application personal statement. Consider your post DSW degree plans and reflect on what type of project would best position yourself to reach those career goals.
  a. Select a topic that is interesting to you, personally, professionally, or based on life experiences.
  b. Identify a social problem or concern and think about how to address it or advance knowledge in that area.

- **Search the literature!** Go to the library website and enter keywords based on your interests or experiences.

a. As you review the literature, look for gaps, needs, or new knowledge that can advance the profession.
b. Consider a topic that you can develop that might address a problem or need.
c. Identify two (2) topics that could be viable for your Capstone project. This gives you another option in case you decide, after delving into the literature, that your first idea is not one you want to pursue.
d. *Suggestion:* Create a Capstone ideas folder and save all relevant resources (i.e., articles, reports, video links etc.) in this folder as you move along in the program. Revisit the folder at least once a term to organize the resources by topics and subtopics and reflect on what seems to stand out as most interesting to you. Consider also creating a junk folder that you move resources to on topics that you have ruled out temporarily or permanently.

- **Suggested ways to focus on your Capstone topic(s) of interest for course assignments:** You can use your assignments to test out your ideas, build your thinking around the topic, and continue adding to the resources in your Capstone ideas folder that relate to your topic(s) of interest.

What are some additional considerations when deciding on a Capstone project?
- Project development must be completed within a period of 7-8 weeks
- Project must involve the demonstration of theory and knowledge application
- Project must be original. Meaning, you cannot use a project that you already prepared for other purposes. For example, if you choose to develop a course, it needs to be a previously non-existent course that you are creating from scratch. Working on the project prior to the Capstone Seminar course would violate the integrity of the process and will be addressed accordingly.
- When writing up any formal scholarly work, remember to provide arguments and commentaries as if the reader is not familiar with your topic.

The Integrative Seminar and Capstone Seminar Process

Capstone Seminar Process: Your Capstone process is extended across two courses; the Integrative Seminar and Capstone. The process is initiated in the Integrative Seminar course where you will conduct library research and write your literature review on your topic, develop and defend your Capstone proposal. In the Capstone Seminar course, you will develop the Capstone project you proposed. The Capstone process and all deliverables will be completed during these courses. All review, feedback and grading will be completed within these courses, by the instructor(s).

The process will not involve committees.

The Integrative Seminar and Capstone Seminar courses will require multi-hour blocks of time. The *Capstone Seminar course* will meet twice each week in multi-hour blocks of time. Please refer to the course registration schedule to know day and time specifics and adjust your schedules accordingly.

The *Integrative Seminar course* is where the capstone project preparation begins. In this course, students will integrate their learning and knowledge from previous curricular content. Students prepare for this through the process of developing three papers in the course: [1] integrated comprehension of the three program pillars (teaching, leadership and practice) and the DEIPAR framework as it relates to their topic of interest for their capstone project in a Integrative Paper, [2] the Project Literature Review and discussion of theory application, and [3] the Project Proposal. These papers are described in the Integrative Seminar course section of the DSW Student Handbook.

Please note: A passing grade on the Integrative paper is required for a student to advance to developing the literature review and Capstone proposal. Students not receiving a passing grade will be allowed one week to revise and resubmit the failed paper after the failed paper has been initially returned for the purpose of attempting to earn a passing grade. Only one revision is permitted to the failed paper. If the revision does not earn a passing grade, the student will be unable to achieve a passing grade in the Integrative Seminar for that term and the student will be administratively withdrawn from the Integrative Seminar course five business days from the day the failed grade is issued on the resubmitted paper. Upon being issued a failed grade on the resubmitted paper, the student may not submit any further work in the course. Students wishing to avoid administrative withdrawal may voluntarily withdraw in conjunction with University's policy regarding course withdrawal. Students having questions about withdrawing from the course should speak with their Academic Advisor. When applicable, the student may register for the Integrative Seminar course again in the next term it is offered.

The Integrative Paper and the Literature Review become part of the full proposal. The proposal is designed to provide a step-by-step process for each phase of the project. Students will work with the Course Instructor to refine their Project Proposal and build toward oral defense of their proposal. No IRB related projects will be approved. Upon review and determination of successful defense, students will advance to candidacy. Doctoral candidates can then register

for the Capstone Seminar course when such registration is available. Students who do not pass the Integrative Seminar will need to repeat the course and will then be subject to the program policy for repeating any course.

The *Capstone Seminar course* is where the candidate develops the capstone project proposed. After the project has been developed, the Capstone Defense process begins. The Capstone Defense process is made up of three parts: the oral presentation and defense of the developed project, discussion and response to questions, and the decision of successful defense by the course instructor via final course grade. Class participation includes live session attendance with and update-presentations, and the individual meetings with the Capstone Instructor.

Special Note:
Based on the grades received for the First Submissions of the assignments and the Defense Rehearsal due by week 9, if the total First Submission & Defense Rehearsal grades are cumulatively at or below a 'C+' eligible students will be notified by or early during week 10 that they will be administratively withdrawn from the Capstone Seminar course within five business days, and no further work can be submitted in the course. As applicable, the student may register for the Capstone Seminar course again in the next term it is offered. Per SSW policy, students may only attempt any single course twice; failure to pass the course on the second attempt will result in dismissal from the university.

The work of the capstone project should be scaled to unfold across approximately a 7-8 week window from launch to wrap-up within the first two-thirds of the Capstone course. In the final portion of the Capstone course, candidates will submit their completed Capstone Project Paper and Product(s). The Capstone Project Paper will provide candidates with the opportunity to demonstrate synthesis of their substantial learning, integration of DEIPAR social justice principles, and the three program course pillars. The Capstone Project Paper also includes an executive summary that summarizes details of the completed project. This is what the student will defend to demonstrate their expertise in their chosen content area.

The Capstone Defense process is made up of three parts: the oral presentation and defense of the developed project, discussion and response to questions, and the decision of successful defense by the course instructor via final course grade. *Candidates will consider feedback on the content presented during the oral defense when making final revisions to the Capstone Project Paper. However, the revised paper will not be regraded.* In the case where the candidate does not pass the Capstone course, the student may re-register in keeping with the SSW policy for repeating a course where the student has received a grade of B- or below. If the candidate receives a B- or below twice for the Capstone Seminar course, the candidate will be administratively withdrawn from the DSW program.

Important note regarding research-focused projects:
Students are reminded that this DSW program is focused on developing scholar-practitioners. This program is not structured to support any lengthy and/or large scale project research designs. For example, the research course connected to this program does not provide instruction regarding data collection, nor quantitative and qualitative analyses. As such, the

program will not approve any projects that include those items just noted above. Again, also be reminded that no IRB related projects will be approved.

CSWE Core Expertise and Skills for Doctoral Practitioners
- C1 Engage in systematic inquiry that adheres to scholarly conventions;
- C2 Use and critically evaluate at an advanced-level evidence-based practice;
- C3 Develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
- C4 Demonstrate leadership in social work practice and education; and
- C5 Develop and maintain substantive expertise in one or more areas of social work practice.

Capstone Project Paper *(Please refer to the course syllabus for the detailed outline)***:**

All projects will result in the generation of a final two-part paper: Part 1   ***Project Executive Summary***– provides the overview & context for the Capstone Project paper. It is a formal write up of the project that emerged from the proposal. *While the Integrative Seminar work looked ahead to what would be done, this paper will need to reflect what WAS done.* With the support of the literature, this write up will address the following: 1. Summarize background context   2. Project purpose: describe the project, its purpose, and how it addresses the identified problem/need   3. Methodology: identify advanced knowledge and training that informed project structure and activities and describe steps taken to develop the project that was informed by your proposal   4. Describe and critically examine project outcomes/findings   5. Discuss project strengths and limitations   6. Implications for social work practice, teaching, and leadership   7. Recommendations for future work in this area   Part 2   ***The Capstone Integrated Learning*** demonstrates achievement and learning regarding the indicated competencies below. *Part 2 represents how all the learning fits together.* This part of the paper will have five sections—descriptions are noted below; deliverables will be found in the Capstone syllabus.
Section A   Discuss how the project incorporates the DEIPAR social justice principles.
Section B   Critically examine and discuss how the project has impacted your professional development, including your career goals and social work practice expertise. (C5)
Section C   Discussion of literature and project theory application (C1 & C2)

Section D
Identify your plan to evaluate your project and disseminate knowledge produced from the project through various channels. (C3 & C4) NOTE: some capstone project options have specific dissemination plan requirements, which can be found in the project descriptions below.

Possible Capstone Project Descriptions

Should your project be developed for an organization, the organizational expectations will become a sub-section, not a replacement, of the total expected work noted below.
***<u>Positionality Statement</u>**
All products are <u>required</u> to include the student's positionality statement. The three points below **must** be addressed in the statement for this SOW 715 course. The positionality statement should include but not be limited to:

1. Stating your multiple intersecting identities — those identities that best define how you see yourself and interface with others, your values, and world views.
2. Including a discussion on where you perceive your positionality locates you regarding ready access to society's rewards and privileges. Note that ready access to society's rewards and privileges can include things such as freedom from discrimination and oppression, social status, social mobility opportunities, and citizenship, to name a few.
3. Addressing how your positionality may be perceived by those in your service population(s) with (a) similar positionalities, (b) diverse positionalities, (c) how each of those two groups might respond to your activities with you as the facilitator/leader, and (d) with the support of scholarly literature, what strategies you would use to counteract any negative responses.

Education:
- **New academic course development and teaching demonstration video**, details:
  - *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
    - A description of the course topic and type of course selected: BSW course, MSW course, or a related general education undergraduate course
    - A description of how the course will fill a gap/need with the support of the literature
    - A list of initial course learning objectives
    - A list of topics that will be covered, with justification from the literature for the selections
    - Selection of online, face-to-face, or hybrid approach, with justification from the literature for the selection of this pedagogical approach
    - A plan for incorporating UDL practices (i.e. multimedia methods and multiple teaching approaches into the course).

- ○ *SWO 715 project description:*
    - The options are BSW or MSW courses and related general education undergraduate courses only.
    - The course <u>MUST</u> add innovative content to the profession of social work or to the training of future social workers, and be social justice focused.
    - The course <u>MUST</u> include solid content across 14 weeks without spring break or holidays included.
    - The course <u>MUST</u> address the helping process by including content about engagement, assessment, intervention, and evaluation. Those interventions may be micro or macro level.
    - Legitimate scholarly readings <u>MUST</u> include at least one textbook and supplemental readings, scheduled across <u>each</u> week of the course.
    - The course must be informed by the most relevant and recent educational standards that inform the discipline that is the focus of your course.
    - The course must include a weekly class plan & activities, assigned readings & related resources, detailed assignment descriptions and rubrics, and include a table that displays the connection between each course assignment and associated core competencies and course learning objectives.
    - The course development must include presentation slides for at least 4 weeks of the course curriculum. Presentation slides must include content from multiple academic sources written in your own words to present the content for each of the weeks.
    - The teaching demonstration video, 15-20 minutes in length, will be a recording of the student teaching the content of a course module using visual aids (no voice-overs, or audio without video, no guest speakers,no external videos presented during the teaching demo). Students cannot complete a teaching demo on the first class session.
    - Any service learning/internship component of the course cannot be used to replace any of the 14 weeks of course content, though it may be a part of the overall project design.
- ● **Web-based and/or self-paced and facilitator-led training development**: All training should have at least 5 distinct content modules that are presented over a 5-day period with each module containing the equivalent of 5-6 hours of training content per day. Training development projects should include a manual,presentation materials, and a teaching demonstration:
    - ○ *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
        - A description of the training purpose
        - A description of how the training will fill a gap/need with the support of the literature
        - Group learning objectives

- A detailed outline of the topics for the 5 distinct content modules with justification for the inclusion of each AND and a list of academic sources that will be used to inform each of the modules
- Selection of either a self-paced (asynchronous), web-based training, facilitator-led (synchronous) training, or a combination of the two, with justification from the literature for the selection of the pedagogical approach. If facilitator-led or a combination are selected, please also specify whether the training will be in-person, online, or a combination of the two.
- A plan for incorporating UDL practices (i.e. multimedia methods and multiple teaching approaches into the course).

- *SWO 715 project description:*
  - Trainer's manual: Manual should include a table of contents, the training purpose and learning objectives, instructor positionality statement (see required content above), a training agenda inclusive of the expected amount of time allotted for each agenda item, training content organized by modules, participant activity and discussion instructions (what resources/materials does the instructor need for each session, how to introduce each session based on the session theme how to carry out the exercises/activities, and guidance on how the facilitator can verbally make the connection between the theme of the session and the activities/discussions/homework on the agenda for that session), instructor presentation slides, a set of handouts for participants aligned to each module of the training, a participant certificate of completion, and reference page/s documenting literature that informed the training content. It is not sufficient to solely include full academic articles as reading material to present content for each module. Students should develop and demonstrate through a micro-lecture synthesis in their own words (in written form and/or 5-8 minute video) using multiple academic sources to present the content for each module.
    - If the training is completely self-paced (completely asynchronous), the content that would be included in the trainer's manual should be presented on the website.
  - Presentation materials: Present content for each module using multimedia methods and multiple teaching approaches (i.e. recorded lecture, voiceover slides, and closed caption on video content,); Embed links to any external videos sources (if applicable); Include for the introductory presentation, a description of the training purpose and learning objectives, and instructor/developer's positionality statement (see required content above).
  - Develop an instructional video of yourself teaching the content for a module, 15-20 minutes in length, which will be pre-recorded and included in the training (no voice-overs, or audio without video, no guest speakers).

> Students cannot complete a teaching demonstration on the first group session.
> - Any proposed service learning/internship component of the training cannot be used to replace any of the 5-6 hours of training content per day, though it may be a part of the overall project design.

Practice / Program Development:
- **New program proposal for an existing organization**-
  - *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
    - A summary of the existing organization (mission and vision, services provided, population served, etc);
    - How the student is affiliated with the organization;
    - Gaps in services/needs of the organization;
    - A brief description of the new program proposed (purpose, proposed services, population to be served) and, with the support of the literature, how this new program will help fill the gap/address the need; and
    - A statement confirming that the student understands that the proposal must be developed *independent* of organization staff and stakeholders. Existing written materials on the organization are acceptable to use.
  - *SWO 715 project description:* All proposal sections should include a written narrative, and as applicable, tables,charts and/or figures. Proposal narrative should be a minimum of 25 pages, not including the appendices, and include the following:
    - A table of contents;
    - An executive summary that provides a brief overview of the key points covered in the proposal;
    - A problem statement that describes the need for the new program and the focused population who will be served by the new program (include any existing statistics and existing organization and/or community needs assessment data);
    - How the new program helps to fulfill the organization's current mission and vision;
    - A revised organizational chart with the new program roles depicted;
    - A description of the program goals and objectives;
    - A detailed description of program services with justification for service selection;
    - A description of the theoretical models that inform the proposed program services;
    - A logic model for the new program (inclusive of program resources activities, outputs and expected short and long-term outcomes);
    - Program eligibility description and intake procedures;

- ■ A proposed staffing plan (including key staff roles and responsibilities, skills, knowledge, qualifications and experience);
- ■ A diversified sustainability plan (inclusive of reallocation of existing organizational funding and/or describing specific funding opportunities to apply for, strategies for engaging current and potential stakeholders/funders, building community partnerships, etc.); and
- ■ The student's positionality statement (see required content above).

- ● **Grant application completion and submission**, wherein the funder has rolling submission dates or a due date that falls within the last half of the Capstone course (no exceptions). *Grant applications for funding of research projects are not acceptable.*
  - ○ *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
    - ■ A brief summary of the project the student is seeking funding to support;
    - ■ Justification for the need of the project with support of the literature;
    - ■ Documentation of the grant requirements (include in appendix);
    - ■ Describe how the project aligns with the grant requirements;
    - ■ Written proof that the funder has rolling submission dates or a due date that falls within the last half of the Capstone course; and
    - ■ A statement confirming that the student understands that the grant application must be developed ***independent*** of any organization staff and stakeholders. Existing written materials on the organization are acceptable to use.
  - ○ *SWO 715 project description:* The grant application should be a minimum of 25 pages. The final grant application must be submitted to the potential funder during the Capstone course. Include for this project, regardless of the grant guidelines or in addition to them, the following:
    - ■ A table of contents;
    - ■ A needs statement supported by literature;
    - ■ Project mission and objectives;
    - ■ Organizational and community context;
    - ■ Proposed project activities;
    - ■ Project budget;
    - ■ Sustainability plan;
    - ■ Reference page/s;
    - ■ Relevant appendices, including the RFP format and guidelines
    - ■ Student's positionality statement (see required content above).
    - ■ The dissemination plan includes submission of the final grant application to the potential funder. That submission must occur before final submission of the Capstone Project paper in the SWO 715 Capstone course, ***in addition to*** one of the following items — development and submission of a conference proposal or development of a community workshop. In another appendix of the Capstone Project Paper, students

must provide confirmation of grant proposal submission and, as applicable, confirmation of the conference proposal submission, or for workshop–an annotated outline of the workshop and an informational flier that shows the pending implementation date.

- **Treatment group curriculum development**: All curriculum should have at least 8 sessions that have distinct content that are presented over a multi-day period with each session containing the equivalent of 3 hours of content (which can be a combination of in-session and homework content). Group curriculum projects should include a group facilitation manual, presentation materials, and a teaching demonstration video.
  - *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
    - A description of the group purpose and, with the support of the literature, how it will fill a gap/need
    - Group learning objectives
    - A detailed outline of the topics for the 8 sessions with justification for the inclusion of each AND and a list of academic sources that will be used to inform each of the 8 sessions
    - A plan for incorporating UDL practices (i.e. multimedia methods and multiple teaching approaches into the course).
  - *SWO 715 project description:*
    - Group facilitator manual: The manual should have a table of contents, content organized by sessions that includes multimedia methods and multiple teaching approaches (i.e. recorded lecture, voiceover presentation slides, closed caption on video content, and embedded links to external videos sources), group purpose, learning objectives, and group rules, developer's positionality statement (see required content above), group session agendas inclusive of the expected amount of time allotted for each agenda item, participant activity and discussion instructions (what resources/materials does the instructor need for each session, how to introduce each session based on the session theme how to carry out the exercises/activities, and guidance on how the facilitator can verbally make the connection between the theme of the session and the activities/discussions/homework on the agenda for that session), a set of handouts for participants aligned with each group session, a participant certificate of completion, and a reference page documenting literature that informed the curriculum. It is not sufficient to solely include full academic articles as reading material to present content to participants for each module. Students should develop a written and/or video-based summary in their own words that integrates multiple academic sources to present the content for each module. **Students should also *make sure to be responsive to the potential comprehension and reading grade level of your group participants when developing the group curriculum***

> *(i.e. provide definitions for words that may not be commonly known).*
> - Presentation materials: Present content for each session using multimedia methods and multiple teaching approaches (i.e. recorded lecture, voiceover slides, and closed caption on video content,); Embed links to any external videos sources (if applicable); Include for the introductory presentation, a description of the training purpose and learning objectives, and instructor/developer's positionality statement (see required content above).
> - Develop an instructional video of yourself teaching the content for a module, 15-20 minutes in length, which will be recorded and included as part of the curriculum (no voice-overs, or audio without video, no guest speakers).Students cannot complete a teaching demonstration on the first group session.

Education / Scholarship:
- **Scholarly article development and submission (Practice-Related Analytic Paper):** The article must include a critical analysis of a practice topic . Proposing a literature review without a critical analysis is not acceptable. See the attached for a description of analytic writing: https://libguides.reading.ac.uk/writing/stylesofwriting Make sure to also include your positionality statement (see required content above).
  - *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
    - A description of the practice topic and the critical analysis that will be performed with justification informed by the literature;
    - A detailed outline of the entire paper with subsections described and a list of academic sources that will be used to inform each subsection;
    - A description of the academic journal selected for publication of the manuscript and justification for the selection;
    - A description of the manuscript requirements of the academic journal; and
    - A sample article that is published by the selected journal that can be used to guide the student in structuring their article.
  - *SWO 715 project description:* The scholarly article must follow the guidelines below:
    - The article must make a unique contribution to the social work field in filling a gap in the literature
    - The article must be on a topic that is social-justice oriented
    - The article must align with best practices in manuscript development as well as the requirements of the academic journal selected for publication.
    - Include the student's positionality statement (see required content above)
    - The requirements of the academic journal must be attached as an appendix when submitting the final product in the Capstone course.

- ■ The dissemination plan involves submission of the manuscript for publication in a peer-reviewed journal ***and*** one of the following items — development and submission of a conference proposal or development of a community workshop. Students must provide confirmation of article submission to an academic journal and, as applicable, confirmation of the conference proposal submission, or for workshop, an annotated outline of the workshop and an informational flier that shows the pending implementation date.

- ● **Scholarly article development and submission (Policy Analysis Paper)** Analyze a policy in a well constructed paper that contributes to understanding the need for new or modified policies regarding a social justice concern.
  - ○ *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
    - ■ A description of the existing policy the student seeks to analyze with a justification informed by the literature;
    - ■ A detailed description of the policy analysis framework/model that will be used with justification informed by the literature;
    - ■ A detailed outline of the entire paper with subsections described and a list of academic sources that will be used to inform each subsection;
    - ■ A description of the academic journal selected for publication of the manuscript and justification for the selection;
    - ■ A description of the manuscript requirements of the academic journal; and
    - ■ A sample article that is published by the selected journal that can be used to guide the student in structuring their article.
  - ○ *SWO 715 project description*:
    - ■ The article must make a unique contribution to the social work field in filling a gap in the literature;
    - ■ The article must be on a topic that is social-justice oriented;
    - ■ The article must align with best practices in manuscript development as well as the requirements of the academic journal selected for publication;
    - ■ The article must also be guided by an existing policy analysis framework/model and, as appropriate, include specific evaluation criteria to assess different elements of the policy (i.e. performance standards); include an overview of the goals, objectives, values, and underlying assumptions/theories of the policy; and include evidence-informed alternatives/recommendations. Policy papers often include these sections (UNC Chapel Hill):
      - ➢ **Title:** A good title quickly communicates the contents of the brief in a memorable way.
      - ➢ **Executive Summary:** This section is often one to two paragraphs long; it includes an overview of the problem and the proposed policy action.

➢ **Context or Scope of Problem:** This section communicates the importance of the problem and aims to convince the reader of the necessity of policy action.

➢ **Policy Alternatives:** This section discusses the current policy approach and explains proposed options. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable.

➢ **Policy Recommendations:** This section contains the most detailed explanation of the concrete steps to be taken to address the policy issue.

➢ **Appendices:** If some readers might need further support in order to accept your argument but doing so in the brief itself might derail the conversation for other readers, you might include the extra information in an appendix.

➢ **Consulted or Recommended Sources:** These should be reliable sources that you have used throughout your brief to guide your policy discussion and recommendations.

Depending on your topic, you might combine sections or break the sections down into several more specific ones, but use of subheadings is highly recommended;

■ Include the student's positionality statement (see required content above); and

■ The requirements of the academic journal must be attached as an appendix when submitting the final product in the Capstone course.

■ The dissemination plan involves submission of the manuscript for publication in a peer-reviewed journal ***and*** one of the following items — development and submission of a conference proposal or development of a community workshop. Students must provide confirmation of article submission to an academic journal and, as applicable, confirmation of the conference proposal submission, or for workshop, an annotated outline of the workshop and an informational flier that shows the pending implementation date.

● **Book proposals**: The proposed book must make a unique contribution to the social work field in filling a gap in the literature and must be on a topic that is social-justice oriented.

○ *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:

■ A description of the topic with justification informed by the literature on how it fills a gap in the literature;

■ A detailed outline of chapters of text totalling no less than 30 pages with subsections described and a list of academic sources that will be used to inform each subsection

- A description of the selected book publisher and justification for the selection;
- A description of the book publisher requirements included as an appendix; and
- A statement confirming that the student understands that the book proposal must align with the requirements of the selected book publisher, in addition to aligning with the following Capstone guidelines for developing this project type
  - *SWO 715 project description*: The book proposal must align with the requirements of the selected book publisher, in addition to aligning with the following Capstone guidelines for developing this project type:
    - A detailed plot synopsis
      - Indicate whether the project includes art or graphics, and include any samples, if available.
    - A chapter outline (ToC);
    - Chapters of text totalling no less than 30 pages;
    - Cover letter with working title, subject, intended audience, how your book compares to similar titles or books, what gaps it fills, what special appeal it has for intended readers;
    - Curriculum vitae and summary of your qualifications, e.g., previous publication(s), affiliations, teaching or other experience;
    - Positionality statement (see required content above); and
    - Reference page.
    - Dissemination plan: Describe how you would address DEIPAR social justice access concerns to make your book available to different audiences. Add appendices to the Capstone Project Paper that include both proof of submission to at least one potential publisher and a copy of the publisher guidelines. Please note that the submitted proposal for the course may exceed the publisher guidelines.

Practice / Technology / Education:
- **Website or App development and publishing/launch showing original content**—include identification of teaching strategies incorporated to make the platform an effective teaching tool that impacts practice and supports leadership development, i.e. a profession (work activities) /professional (people) resource clearinghouse, such as innopsych.com.
  - *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
    - A description of the website topic with justification informed by the literature on how it fills a gap/meets a need;
    - Identification of the 4 proposed content segments with an initial list of resources that will be posted on the site for each;
    - Identification of the topics of each of the 5 original videos that the student will develop and a list of scholarly sources that will be used to inform each of the videos; and
    - Selection of the website platform that will house the content (i.e. thinkific, squarespace, etc.)
  - *SWO 715 project description*: Site should display the following:

- A total of 5 original videos integrating distinct content from multiple academic sources that are 3mins in length that are presented in various segments of the site;
- At least 4 individual but substantial content segments, each of which display informational resources on a specific topics/subtopics;
- The student's positionality statement (see required content above); and
- The references for the literature that informed the site.
- Students should only include content that they have the rights to display on the site. It is expected that the student obtains approvals to present copyrighted content. Proof of approvals should be attached to the product in an appendix.
- **Podcast series development containing original content**.
  - *SWO 714 approval requirements:* Students who select this project type must include the following in their SWO 714 proposal:
    - A description of how the podcast will fill the gap/need identified and how the podcast will incorporate new and emerging strategies of topical content, as well as provide an understanding of the existing array of resources;
    - Description of the topics for each of the 10 episodes of the podcasts and justification for each with support of the literature; and
    - A list of academic references that will be used to discuss each of the episode topics.
  - *SWO 715 project description*: This project must include the following:
    - Annotated outlines for the full season of 10 (ten) podcasts;
    - Cover art;
    - Recordings of no less than 5 episodes, 45mins ea; guests can be included in 4th &/or 5th episodes. In the annotated outline, the remaining 5 annotated, non-recorded episodes can include up to 2 additional guests for topical interviews; and
    - Student's positionality statement (see required content above).
    - All guests should sign a release prior to participating in interviews and the signed releases should be included as appendices. Consider the example provided at this link: https://amplify.matchmaker.fm/podcast-guest-release-form/
    - Students must ensure their podcasts only include content that they have the rights to use.
    - Sample format for annotated outline:
      - Intro: An episode introduction that includes the host name and, if applicable, guest name and bio (the first episode should also include a series introduction),
      - Talking point #1: scripted overview of subject and why it is important with citations
      - Transition language to talking point #2
      - Talking point #2: scripted discussion points with key facts/research with citations

➢ Transition language to talking point #3
➢ Talking point #3: scripted discussion points key facts/research with citations
➢ Outro: Recap of episode and key takeaways; if applicable, thank guest(s)
➢ Call to action: At minimum, remind audience to subscribe to the podcast and list additional resources (i.e. videos, articles, etc.) available to learn more about the topic
➢ Final words: At minimum, remind the audience of your name and thank the audience for listening.
➢ Reference pages for each episode must be provided.

For projects not noted above: If a student proposes a project type that is not currently described in the DSW student handbook, the SWO 714 instructor will inform the SWO 714 Course Manager. The SWO 714 and 715 Course Managers will draft guidelines for the project type to provide to the student. This will ensure that the project activities align with the rigor expected of a doctoral level project, as well as meet the Capstone project objectives for the Simmons DSW program.Any new project descriptions developed will be added to the next revision of the DSW student handbook.

Important reminder regarding research-focused projects:
Students are reminded that this DSW program is focused on developing scholar-practitioners. This program is not structured to support any lengthy and/or large scale project research designs. As such, the program will not approve any projects that include data collection, or quantitative and qualitative analyses, or that need IRB approval.

A note about the community workshop dissemination plan option
The purpose of the workshop is to disseminate the knowledge developed through the Capstone Project to key community stakeholders who could benefit from learning about the project. Capstone students who select or are required to develop a community workshop as a part of their dissemination plan will need to include an annotated outline of the workshop agenda. This includes the workshop title, learning objectives, and agenda items and time allotted for each item. Agenda items will include an outline of the content that will be presented, activities/exercises, group discussion questions, and how the community can utilize the information to address their needs.

Authorship and Publication of Student Work

All doctoral students are encouraged to publish scholarly work and present scholarly presentations while they are in the program.

When students submit work where they are the principal investigator or the lead researcher or scholar on a project, they retain the right for first authorship on the paper or presentation. Students who submit a paper for publication or a presentation for a conference that stems from a course paper or other course work in a doctoral class, where they are the main author or project lead, retain the right of first authorship and are not required to offer authorship to the course instructor.

Students are permitted to have co-authors on the paper with the provision that co-authors contribute to the paper, and that the student be listed as first author, and maintain a primary role in all aspects of the work reported in the paper, and in the writing of all sections of the paper. In addition to being accountable for the parts of the work he or she has done, an author should be able to identify which co-authors are responsible for specific other parts of the work. In addition, authors should have confidence in the integrity of the contributions of their co-authors.

In cases where students invite others to collaborate on their work, including faculty members, they should discuss authorship and author order prior to beginning the collaboration. Faculty members who provide technical assistance including guidance on research, editing, or other types of assistance should not assume authorship will be offered by a student if prior discussion has not been had regarding authorship before the faculty member provides the assistance.

Students retain the right of first authorship on all original work. Students may invite faculty members to co-author scholarly papers or presentations after the Capstone project has been defended. In order to warrant authorship, faculty members must demonstrate contribution to the proposed publication in accordance with the International Committee of Medical Journal Editors authorship guidelines which have been recommended for adherence to scientific journals by COPE, the International Committee on Publication Ethics.

All those designated as authors should meet all four criteria for the International Committee of Medical Journal Editors (ICMJE) authorship guidelines, and all who meet the four criteria should be identified as authors. The criteria are both listed, and also found using the link, below. Those who do not meet all four criteria should be acknowledged. The manuscripts must be submitted in accordance with the journal instructions. Detailed description of all authors contributions to the manuscript must be delineated on the Publishable Paper submission form provided in Appendix.

ICMJE guidelines for inclusion as an author are:
● Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
● Drafting the work or revising it critically for important intellectual content; AND
● Final approval of the version to be published; AND
● Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

You can access the ICMJE Guidelines here.

Current DSW Student Transfer and Waiver Policy
The DSW program does not accept transfer credits or requests for waivers from matriculated students.

Non-Matriculation Grade Policy & Syllabus Access
A non-matriculated student is not eligible to take a DSW course. A Simmons doctoral level student can register for DSW courses. Course syllabi are not available prior to student access to the course site.

Requesting Supplemental or Replacement Work
Once the student has notified their faculty member of the planned absences, they are asked to talk with their faculty member no later than the end of the first week of the term to discuss how they will make up for the missed class.

Independent Studies
DSW students must follow their program plans, which do not include an option for independent study.

ACADEMIC STANDING AND DISCIPLINE
Required Course Grades Below a "B"

If the earned grade is a B- or below, the student will be required to retake and pass the course (obtaining a B or higher). Students required to retake and pass a course will do so at their own expense. Additionally, the requirement to retake and pass the course must be successfully fulfilled before students can proceed forward in the program and register for further courses.

TIMELY PROGRESS IN THE PROGRAM
Program Time Constraints

The program is structured for completion within 2-3 years for full-time students, 3-5 years for part-time students, except in unusual circumstances. The student must graduate from the DSW program within five years of their matriculation start date. Students may appeal to the Director of the DSW Program for an extension. The Director will consult with the DSW Committee regarding the granting of an extension. If granted an extension, a meeting will need to be convened with the Academic Advisor to identify an adjusted timeline for completion of the program put in place.

If the student does not request an extension or is unable to meet the program timeline requirements, the student will be administratively dismissed from the program. A student is not able to appeal this termination.

GPA REQUIRED FOR GRADUATION

Students must achieve a cumulative GPA of 3.0 to be eligible for graduation.

REGISTRATION POLICIES AND PROCEDURES
Audits
Students may not audit courses.

POLICIES AND PROCEDURES FOR EVALUATING STUDENTS' ACADEMIC AND PROFESSIONAL PERFORMANCE
Classroom Attendance Policy
Students are expected to have their cameras on as part of class participation because of the importance of the class discussions and the nature of the courses being solely online. Exceptions require a conversation with the course instructor or a letter about accommodations from the appropriate institution department, and that access info is in the handbook.

Additional information about classroom attendance is in the SSW Grad Handbook.

Revision of Graded Papers
Unless otherwise specified herein, students will not be permitted to revise and resubmit any paper or assignment, unless they have obtained the instructor's permission. Students may only seek permission to revise and resubmit a paper or assignment if the student has received a "B minus" or below on that paper or assignment. Note: final course assignments may not be revised and resubmitted.

When a paper is revised and resubmitted to the instructor with the permission of the instructor, the highest grade possible the student may earn will be a "B."

Writing Center Resources
Students in need of academic tutoring support should reach out to their Academic Advisor to explore resources. Students in need of additional academic support may choose to use external tutoring. For any submitted work, it must be clear to doctoral faculty that a student has completed their work independently.

DSW students may use the services of the Writing Center at Simmons University. DSW students should be aware that guidance provided by Writing Center staff may not meet the standards for doctoral level work. The Simmons Writing Center is available for students in a limited capacity, to assist in the understanding of structure of the current APA format and proof reading of research papers. The description for the Writing Center and its resources are explained in the Simmons Foundations Course. Please be aware of the need to finish your drafts early in order to get review support offered by the Writing Center.

Students may use editing services, however it must be clear to doctoral faculty that a student has completed work independently on their own.

Mental Health and Emotional Support
Should you need support for these concerns, follow this link to the Uwill portal, create your account with your University email, and connect with a clinician.

PROFESSIONAL PERFORMANCE AND ACADEMIC REVIEWS

Students who earn a second grade of B- or below (whether in a course they have retaken or another course) are administratively dismissed from the DSW program, regardless of GPA.

For additional information refer to SSW Grad Handbook.

Academic Probation
Poor academic performance is grounds for a student to be placed on academic probation. For the purposes of academic probation, poor performance is defined as: one grade below a B, and/or a cumulative GPA of less than 3.0. A student on academic probation will meet with the Academic Advisor to create a customized plan of study (CPOS) where applicable. A copy of the plan must be forwarded to the student by the Academic Advisor, after it is approved by the Director of the DSW program or designee.

For additional information, refer to SSW Grad Handbook

Removal From Academic Probation
To be removed from academic probation, a student must achieve a cumulative GPA of 3.0 or higher by the end of the following term and/or earn a grade of B or better in a course that the student is required to repeat.

DISMISSAL FROM THE DSW PROGRAM

A student is allowed to repeat a maximum of one course in which he/she has earned a grade below a B. The same course cannot be enrolled in more than twice. Students who earn a second grade below a "B" in that course will be dismissed from the program. Students are not allowed to withdraw from the same course more than once. Two final course grades below a B will lead to automatic administrative dismissal regardless of prior GPA.

Students who do not register for classes in consecutive semesters (excluding summer semester) and are not on an official leave, or have not officially withdrawn, will be administratively withdrawn by Simmons. A new admissions application is required to be considered for return to the active student status.

NO COURSE CREDIT FOR LIFE OR WORK EXPERIENCE
The SSW does not grant course credit for life experience or previous work experience.

SCHOOL OF SOCIAL WORK POLICIES FOUND IN THE SSW HANDBOOK

SSW Policies for the items below can be found in the SSW Grad Handbook on the [Academics and Student Success website](#).

ADMINISTRATION OF THE PROGRAM

Academic Advising (AA)
Refer to SSW Grad Handbook

ACADEMIC STANDING AND DISCIPLINE
When a Student is Required to Retake a Class
Refer to SSW Grad Handbook

REGISTRATION POLICIES AND PROCEDURES
Prerequisites and Plans of Study
Refer to SSW Grad Handbook

Drop or Add a Course
Refer to SSW Grad Handbook

Withdrawal from a Course
Refer to SSW Grad Handbook
Incomplete Policy
Refer to SSW Grad Handbook

POLICIES AND PROCEDURES FOR EVALUATING STUDENTS' ACADEMIC AND PROFESSIONAL PERFORMANCE
Classroom Attendance Policy
Refer to SSW Grad Handbook

Asynchronous Course Work Policy for Academic Courses
Refer to SSW Grad Handbook

Religious Observance/Student Absence
Refer to SSW Grad Handbook

Students with Accessibility needs/accommodations
Refer to SSW Grad Handbook

Simmons University Academic Integrity Policy
Refer to SSW Grad Handbook

Use of TurnItIn
Refer to SSW Grad Handbook

Satisfactory Academic Progress for Federal Financial Aid
Refer to SSW Grad Handbook

GRADING
Refer to SSW Grad Handbook

Extensions for Assignments
Refer to SSW Grad Handbook

Grade Appeal Process
Refer to SSW Grad Handbook

General Complaints and Concerns
Refer to SSW Grad Handbook

Ethical Complaints and Grievances
Refer to SSW Grad Handbook

PROFESSIONAL PERFORMANCE AND ACADEMIC REVIEWS (LEVEL 1, 2, 3)
Refer to SSW Grad Handbook

STANDARDS OF PROFESSIONAL PRACTICE

Refer to SSW Grad Handbook

LEAVE OF ABSENCE

Voluntary Leave of Absence
Refer to SSW Grad Handbook

Involuntary Leave of Absence
Refer to SSW Grad Handbook

Process for Returning to Simmons After an Involuntary Leave
Refer to SSW Grad Handbook

WITHDRAWAL FROM THE UNIVERSITY
Refer to SSW Grad Handbook

ACADEMIC AND CONDUCT ISSUES LEADING TO DISMISSAL
Refer to SSW Grad Handbook

Appeal of Dismissal
Refer to SSW Grad Handbook

Notification of Dismissal
Refer to SSW Grad Handbook

THE SIMMONS COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Refer to SSW Grad Handbook

Information Regarding Class and Clinical Placement Attendance for Students Who Are on Active Duty in the U.S. Military
Refer to SSW Grad Handbook

APPENDIX 1: ADDITIONAL SIMMONS UNIVERSITY POLICY INFORMATION
Simmons Connection
Simmons Connection is the main gateway used to access Simmons technology resources such as email, Workday Student (our course registration system), the library, and more.

Please note: Before using Simmons Connection or any other Simmons electronic resources, you must activate your Simmons account with your user ID number.
Workday Student
Workday Student is our Student Information System (SIS) which the University community will use to manage student records, academic programs, student course registrations, course grading, student financial services, degree conferral and transcript information. You will need your student username and password to log into Workday Student.
Accessibility Services and Equal Access Policy
The Accessibility Services and Equal Access Policy can be accessed here.
Name and Address Changes
Name and address change information can be found here.
The Simmons University Code of Conduct
The Simmons University Code of Conduct includes information on the Honor System, Student Rights and Responsibilities Statement, and Simmons University Academic Integrity Policy.
Tuition Refunds
Please consult the Student Financial Services representatives or see online at Tuition and Housing Refund Schedules and Appeal Information for the exact dates for all terms and a description of the financial implications.

Please note: The schedule differs from semester to semester.
Financial Information
To be eligible to continue to receive Federal Student Aid (FSA), students must make satisfactory academic progress toward achieving and completing their program of study. Please see the complete information and policies on the Student Financial Services Website.

Other Financial Aid Resources
- o   For information on tuition and fees please use this link.
- o   For information on tuition and financial aid for online students, please use this link.
- o   Tuition, Billing and Financial Aid FAQs can be found here.

Other scholarship information
CSWE lists a variety of student funding resources. The listing can be found beginning here.
Health Insurance
Please note Simmons University does **not** offer Student Health Insurance to students participating in online programs.

SocialWork@Simmons Program Information
THE SCHOOL OF SOCIAL WORK

The Office of the Director of the School of Social Work (SSW) provides leadership for the BSW, MSW, DSW, and PhD programs. The Director's Office develops and implements policies and procedures regarding admissions, academic standing and student requests and petitions. The director is responsible for the faculty, staff, and budgets.

The DSW program and DSW Committee oversee curriculum development, student services, and admissions.

Correspondence from SSW

Students must activate and maintain a Simmons University email account. All school-related correspondence will take place only through the Simmons email. Simmons email can be forwarded to a personal email address, but it is the student's responsibility to make certain that Simmons email is checked at least once per day regularly year-round (including during breaks between terms).

GRADUATION AND COMMENCEMENT PARTICIPATION
Refer to SSW Grad Handbook

APPENDIX 2: STUDENT BUSINESS CARD REQUEST FORM

Simmons University DSW Student Business Card Request Form

Instructions:
Please fill out this form and submit it by email to the DSW Program Director for approval. Once approved, the form will be forwarded to the SW Operations Manager who will place the order. The cost of one box of cards purchased directly through Simmons is approximately $30.

Contact information for how to reach you regarding this request and/or when the order arrives:

Date:

Name:

Email address:

Contact information to be printed on the cards:

Your Name as you wish it to appear:

Please indicate one of these:

_____ DSW student (if have not yet passed the qualifying exam)

Or

_____ DSW candidate (if you have passed the qualifying exam)

Simmons email address:

Telephone number if you wish to list one:

Note: Simmons University's address will be listed as the mailing address on all card orders.