Ph.D. Program in Social Welfare
Learning Goals for Professional Development and Ethics

1) Statement of learning goals for professional development and ethics:

The Ph.D. Program in Social Welfare has the following learning goals for professional development and ethics:

a. Students are able to design research studies that conform to HRPP standards
b. Students are able to reconcile the tensions between inquiry and the protection of the rights of human subjects
c. Students maintain CITI certification for CRC and COI courses
d. Students submit approved HRPP applications on IDEATE
e. Students conduct research for publication and dissertations with HRPP approval
f. Students understand their rights of authorship or co-authorship in publication.
g. Students meet professional development expectations in CV preparation; proposal submission for presentation at professional conferences; submit papers for publication in professional journals; and teach courses as instructors of record.

2) A brief description of the professional development and professional ethics training provided to students in your program.

The learning goals for ethics and professional development are woven into required courses and are augmented by periodic student cohort meetings. The Hunter College IRB staff visits classes during the First Year research courses and the Third Year Professional Seminar. First Year students complete the CITI certification for CRC and COI courses as an assignment, which are in force for three years and they renew before they write their dissertation proposal in the Fourth Year. This enables them to design research projects in methods courses and submit HRPP applications through IDEATE for studies conducted for classes or for various pilot studies conducted in the summer months. Sessions with Hunter HRPP staff enables students to become familiar with the process, ask questions about their particular research projects, meet staff members, and lean the support they offer. Core research methods courses include material about inquiry design that address the protection of human subjects and the ethics of scholarly writing.

Regarding Professional Development goals and required course work, students in the First Year and Third Year Professional Seminar have scheduled sessions with Richard Kurz from the Graduate Center on the preparation of academic curricula vitae; we encourage individual sessions when students are applying for academic positions. Regarding publications and conference presentations, faculty members help students adapt course assignments as the basis for proposed conference presentations and publications. Because three doctoral faculty members are editors of major journals in the field, they offer consultation for students regarding submissions
in the areas of child welfare, aging, and social work education. The revision of the Dissertation Format Fall 2016 included a Three Paper Dissertation Option designed to encourage students to graduate with publication-ready submissions. In addition, matching Grad-D fellowships for all First Year students with faculty conducting research in students’ areas of interest has begun to generate co-authored presentations and publications.

The Program routinely forwards information about job announcements for academic and policy research positions, which the Executive Officer and faculty members routinely receive through various listservs. The Program encourages all students to register on the Council on Social Work Education online Career Center for both academic and policy research positions.

Each semester, the Executive Officer queries students interested in adjunct teaching at the Silberman School of Social Work for updated CVs and courses they would like to teach. The Associate Dean of Faculty Affairs receives a table with all pertinent information about these students for placement in MSW courses.

3) A description of what data or other information you are drawing on to determine whether the training is effective and students are achieving the goals that you set for them (e.g. student performance in a course, students successfully completing Responsible Conduct of Research training, number of students presenting at conferences, students’ job placements).

These data come from course outlines; student records; and student notification of their conference presentations, publications, and job placements. Students may not always notify the Program of these accomplishments, although we routinely request this information for Facebook posting. Data for adjunct teaching positions come from the Silberman School of Social Work course schedule and review of their course evaluations and reports from students about their appointments at other schools:

Student Course Performance: Because students must submit their CITI CRC and COI certificates as an assignment for their first research course, and because they require certificates when they submit HRPP applications via IDEATE, we know that students maintain their certification. Students are not able to conduct research on human subjects without IRB approval, and all student applications must have a faculty advisor for any research conducted as a student. Even if students have to resubmit or receive consultation with the Hunter HRRP staff, in the end they have designed pilot studies, research studies for course assignments, or dissertations indicating they can successfully propose study that has received HRPP approval.

Student Presentations at Conferences: This academic year, eight current students presented papers, posters, held symposia, or conducted workshops at the Society for Social Work Research Annual Conference, which is the major professional conference in the field (See attached table for student and Silberman faculty alumni
presentations at SSWR). In addition, six current students presented papers at international conferences in Canada, Switzerland, Israel, Korea, Denmark, and England. One student presented a paper at the American Gerontological Society; one student presented a paper at the Annual San Diego Child Welfare Conference; and one student presented a paper at the National Association of Forensic Social Workers. Twelve students submitted one or more articles for publication in peer review journals, and five current students had chapters published in edited books (See attached list of sample publications).

Student Job Placements: One 2017 graduating student received a post-doctoral fellowship at the Yale School of Public Health, and one 2017 graduating student has a contract for a tenure track faculty appointment at Plymouth University in New Hampshire. In the past two years Social Welfare alumni received tenure track faculty appointments at Staten Island CUNY, Empire College SUNY (2), John Jay CUNY, Silberman School of Social Work (2); Lehman College CUNY SSW; Southern Connecticut SSW, University of Pennsylvania School of Social Policy and Practice, University of Saint Joseph/CT, Howard University/DC, and New York Tech CUNY.

Teaching: During the 2016-17 Silberman School of Social Work at Hunter College academic year, six students taught eight sections of the two semester Research sequence; three students taught three sections of the two semester Practice Lab; five students taught five sections of the Human Behavior in the Social Environment two semester sequence; two students taught three sections of the Clinical Practice two semester sequence; one student taught one section of the two semester Social Policy course; and one student taught Social Work with Persons with HIV/AIDS elective. One student taught a Human Behavior in the Social Environment Course at NYU School of Social Work, and one student taught a Clinical Practice course at Columbia School of Social Work. Students also taught various courses at Brooklyn College, John Jay, and the Borough of Manhattan Community College. With the exception of one student whose student evaluations were weak, all students teaching at the Silberman School received average or well above average teaching evaluations.

4) Your findings. Is your program’s professional development and ethics training effective? Are students achieving the learning goals that you set related to professional development and professional ethics?

In the area of ethics, the Program concentrates on the ethics of research with human subjects, and to that extent, we easily meet our established goals from the perspective of student learning. However, it is evident that faculty members chairing dissertation committees do not always know the requirements for HRPP applications their students must complete. Consequently, the burden falls on students, and faculty support may be wanting. Students bring these problems to the attention of the Executive Officer when they have problems navigating the review process; consequently, I am aware of faculty deficiencies in this area.
This year we adopted the Three Paper Dissertation as an option for students, which requires the permission of their dissertation committees. When the faculty researched the experiences of other programs that offer this option, they discovered that faculty-student co-authorship issues arose at some institutions when students selected this option. Although we believe we addressed this problem in the language in our revised Dissertation Guidelines, our students are increasingly working on papers with faculty members as Grad-D fellows. The program will need to address this issue for both the Three Paper Dissertation and other co-authored publications or presentations students undertake with faculty members or others.

Although our students are becoming increasingly productive as conference presenters, we are not competitive with other programs in the number of publications our students are able to generate while they are in the Program. Currently, most social work programs hiring new faculty require that graduating students have a minimum of three sole authored papers in addition to co-authored papers. Limited publications will seriously reduce the ability of our students to secure teaching positions in more competitive MSW programs. Although our graduates are able to secure academic appointments, this will become a more serious issue for our current students who are more focused on careers as academic scholars and want to begin their careers at high ranking institutions. Notably, three students in the past three years have taken post-doctoral fellowships; two used the fellowships to bolster their publication output and both secured academic positions at more highly ranked programs.

5) Proposed changes, if any, to the learning goals, the training, the assessment of whether professional development and ethics goals are being met.

We do not contemplate major changes to the current learning goals or the methods of assessment in these areas. However, because we recently began a Facebook page to post student, faculty, and alumni achievements, we will send emails more frequently to ask for items to post. This will enable us to track professional accomplishments. From the student perspective, we are comfortable with the increasing numbers of students presenting papers, symposia, and posters at national and international conferences. Our students are engaged in teaching, and their teaching evaluation scores at Silberman easily meet or match the evaluations of other adjunct instructors.

6) The next steps that will be taken. (There should be a follow-up on these in the report for the next cycle.)

The program is in consultation with Roxanne Shirazi, the Graduate Center’s Dissertation Research Librarian to review ethical considerations for graduate student publication of their work. We anticipate this will clarify and ethical issues related to student/faculty co-authorship of publications.

Promoting student publication of scholarly work is a thorny problem for our students, because the only financial support we can offer them are Grad-D
Fellowships. Although we anticipate this will lead to more co-authored papers with paired faculty mentors, it does not resolve the need for our students to remain employed while they are in the Program. Students need time to write articles for publication, and time for scholarship beyond course work is limited. Ironically, the students who are the most productive in this area already have academic appointments. In the past, writing workshops have done little to encourage student submissions. We are interested in tracking two classes of incoming students, since many students in these classes come to the program with a history of publication and more focused aspirations for positions as academic scholars.

In order to chair dissertations, faculty members should be able to help students with their HRPP applications. We plan to invite the Hunter College IRB staff to a faculty session to review guidance for submissions.

The Assistant Program Officer will maintain a data base of professional development items, including publications, conference presentations, awards, and grants. We will attempt to track academic and policy institute placements, although this may be difficult, since many of our graduates are hired for these positions two or more years post-graduation.
Sample of Recent Student Publications


Recipient of Best Paper Award at the American Art Therapy Association Conference July 2016


**Student* and Alumni** Presentation at the Society for Social Work Research Conference 2017

**Jama Shelton; Research Capacity Building with Transgender and Gender Expansive Youth**


*M Meredith Doherty: Moving Toward a Mental Health Recovery Orientation in Community Mental Health Clinics*

**Jama Shelton: Assessing LGBTQ Inclusive and Affirming Practices in Homeless Youth Programs (poster)**

*M Meredith Doherty: Patient-Provider Communication and Benefit Finding in Older Cancer Survivors*

*Agnes Halarewicz: Developing, Implementing and Evaluating Training for the Attuned Adult Protective Service Work: Challenges and Implications (Poster)*

*Gus Klein: Facilitators and Barriers to Pre-Exposure Prophylaxis (PrEP) Among Transgender Women in New York City*

*Dianne Ciro: Coping responses and psychological outcomes in Hispanic WTC responders (Poster)*

**Jama Shelton: They Should Just Ask: Sexual Orientation, Gender Identity, and Pronouns among Homeless Youth**

*M Meredith Doherty: Barriers to Palliative Care among Diverse Chronically Ill Older Adults*

*Kim Livingstone: Consumers' Motivations for Leaving Permanent Supportive Housing through a Moving on Initiative*

*Jonathan Edwards: The Emergence and Utilization of Peer Support in Mental Health Treatment*

*Thomas Bane: How Geographical Clusters of the Remaining Uninsured Can Inform Outreach and Enrollment Strategies in New Jersey (poster)*

*M Margaret Salisu: Older Adults Sexuality: Role of Social Workers – Can They Talk to Us? (Poster)*

**Marina Lalayants: Strengthening Pre- and Post-Adoption Experiences through Peer Support Services (Poster)**