



FACTOR-INWENTASH
FACULTY OF SOCIAL WORK
UNIVERSITY OF TORONTO

PhD PROGRAM MANUAL

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FIFSW PHD PROGRAM

The Factor-Inwentash Faculty of Social Work (FIFSW) at the University of Toronto offers a unique opportunity to learn within a thriving community of social work researchers, educators and practitioner who are deeply engaged with the interdisciplinary community of the University of Toronto. As one of the leading schools of social work in Canada and North America, FIFSW faculty come from a range of cultural, personal, and professional backgrounds which inform their research and teaching expertise. As we strive to bridge the gap between research and practice, FIFSW faculty and students work in partnership with community-based, government, and grassroots leaders to address pressing social justice, economic, and health concerns towards advancing the welfare of people in Canada and around the world. Mindful of the Indigenous peoples, histories, and relationship to the territory upon which the University of Toronto is situated, we embrace the Calls to Action put forward by the Truth and Reconciliation Commission of Canada through engaging with local Indigenous communities while working collectively to understand and address the continued impacts of colonization and systemic racism for Indigenous, Black racialized and marginalized communities.

Our Doctor of Philosophy (PhD) program is designed to cultivate high-calibre scholars and leaders in social work research, education, policy, and practice. Our Faculty is committed to mentoring students to deepen their knowledge, broaden research capacities, and develop strategies to enrich social work's commitment to promoting human rights, dignity, and social justice. Through coursework, research, and teaching opportunities, doctoral students are challenged to grow personally and professionally in a supportive environment. Beyond FIFSW, students are also encouraged to tap into the wealth of activities and resources offered by the greater University of Toronto Community. These opportunities enable doctoral students to form community bonds while developing a comprehensive lens and skillset that enhances their independent research and scholarly goals.

This program manual provides an overview of the PhD program requirements, related course work, program milestones, and resources to support your learning. Please check the FIFSW website for up-to-date information on the PhD program, teaching, research, and funding opportunities.

Overview of the Program Requirements

The PhD program at the Factor-Inwentash Faculty of Social Work is available on a full-time basis. Minimum period of registration is 12 academic sessions of full-time enrolment (Fall, Winter, Summer sessions).

The program is structured to support the completion of all degree requirements within four years. However, if required, students can register up to a cumulative total of six years following their admission into the program to complete their degree requirements.

Students have three major milestones to accomplish in the program: (1) required course work, (2) the Comprehensive Exam, and (3) the Thesis.

PhD Program - Timeline at a Glance

Year 1	Year 2	Year 3	Years 4-5
<ul style="list-style-type: none">▪ Coursework▪ Select selection	<ul style="list-style-type: none">▪ Coursework▪ Comprehensive Exam Proposal▪ Comprehensive Exam	<ul style="list-style-type: none">▪ Supervisory Committee▪ Thesis Proposal▪ PhD Candidacy	<ul style="list-style-type: none">▪ Thesis Research Ethics Protocol (if applicable)▪ Thesis Research▪ Final Oral Exam▪ Thesis▪ PhD

COURSEWORK

PhD Coursework and Program Requirements

Doctoral students complete **ten** graduate level half-credit courses in addition to two social work seminars as a requirement of the PhD program in Social Work.

The **ten** graduate half-credit courses are comprised of:

- **five required** courses in social work (one of which has a pre-requisite) and
- **five elective** courses.

The two required PhD seminars include:

- First-Year Doctoral Colloquium (no course code)
- SWK 7000H - Thesis Seminar

Required Courses in Social Work:

1. SWK 6301H: Intermediate Statistics and Data Analysis (half-credit)
*Prerequisite required: Passing grade in SWK 4506 or statistics competency exam
2. SWK 6302H: Epistemology and Social Work Research (half-credit course)
3. SWK 6307H: Designing and Implementing Qualitative Social Work Research (half-credit course)
4. SWK 6308H: Designing and Implementing Quantitative Social Work Research (half-credit course)
5. First Year Doctoral Colloquium: Required/Non Credit
6. SWK 7000H: Thesis Seminar (half-credit- CR/NCR)

Prerequisite for SWK 6301

To clarify the prerequisite for SWK 6301:

Successful completion of SWK 6301 requires a foundational understanding of introductory-level statistics. Consequently, all incoming students are required complete and earn a passing grade in SWK 4506 or an equivalent course to fulfill this prerequisite.

Alternatively, students can take an equivalent statistics competency exam in early September of the first year. Students who elect to take the competency exam must earn a minimum grade of A (4.0 GPA) in order to fulfill this prerequisite.

NOTE: The grade received in the competency exam will not be counted in the student's GPA. For students who take the prerequisite SWK 4506H, this course will not count as one

of the course requirements to complete the PhD. The grade for this SWK4506H, however, will be included in the calculation of the student's overall GPA.

Elective Courses

Elective courses give you the opportunity to choose among methodological, theoretical, or substantive courses to support your individualized learning goals. Elective courses may be located within the graduate curriculum of the Factor-Inwentash Faculty of Social Work or from graduate courses offered in other departments of the University of Toronto. Students may also request to take courses offered at another university.

Requirements for the five elective half-credit courses:

- At least one elective must be taken at the Factor-Inwentash Faculty of Social Work.
- At least one elective must be taken outside the Factor-Inwentash Faculty of Social Work (i.e., another graduate department at the University of Toronto).
- Up to two independent reading courses may count towards the five graduate elective half-credit course requirement.

Elective courses offered at the FIFSW are listed on the PhD Timetable or on the MSW Year Two and Advanced Standing timetable. MSW practice courses listed are not typically available to PhD students to count as electives for the PhD Program.

Students are encouraged to review course offerings in related departments at the University of Toronto, including collaborative programs. Students may also inquire with the PhD Program Assistant [phdprogram.fifsw@utoronto.ca] for a list of courses in which PhD students in social work have previously enrolled.

Course Enrollment Procedures

Enrolling in a PhD course offered in FIFSW

Students will use ACORN, the University's Accessible Campus Online Resource Network, to enroll in PhD courses offered in the Faculty. Check fees, finances, and other records and registration tasks, such as making updates to address and contact information.

Enrolling in an MSW graduate course offered in FIFSW

PhD Students are **not permitted** to enroll directly in MSW graduate courses through ACORN, unless the course is cross listed with the PhD Program. PhD students who are interested in enrolling in an MSW graduate course must first obtain permission and signatures from the course instructor and the PhD Director using an the Add/Drop Course form (Appendix 2). Completed forms should be submitted to the FIFSW Registrar.

Procedures to Request an Exemption from a Required Course

1. Students who wish to seek an exemption from taking a required course must have taken course(s) previously, for another degree, that demonstrate competency in the area of the required course. Course instructors will determine competency and the student will need to substitute an alternate elective graduate-level course for each exempted course. This is done in close consultation with the PhD Program Director. Transcripts will note exemptions.
2. The student is expected to contact the PhD Program Director and provide evidence of having covered the content previously (e.g., transcripts, course syllabus). The PhD Program Director will consult with the appropriate instructors to inform a decision.
3. If a course requirement is waived, the student discusses with the PhD Program Director a suitable course substitute. **The course requirements for the PhD degree of at least ten half-credit courses are not reduced.**
4. On the recommendation of the PhD Program Director, the student completes the School of Graduate Studies (SGS) [Transfer Credit and/or Course Exemption form](#) (see Appendix 1). Please check the form for requirements.

NOTE: For Course Exemption, the requirements of the overall course credit for the degree are not reduced. The form is submitted to the PhD Program Director for signature and is then forwarded to the FIFSW Registrar for further processing and forwarding to the School of Graduate Studies. A copy of the paperwork is filed in the student docket at the Faculty. Please note that the School of Graduate Studies makes the final decision on whether to allow a course transfer/exemption or not.

Graduate Courses Offered in Other Departments

Most graduate departments do not allow students from other departments to enroll in courses via the web. Therefore, students cannot add courses not offered at the FIFSW through ACORN. Before attempting to add a course outside the FIFSW, please check with the host department on availability and registration procedures. The Add/Drop Course(s) form should include a short course description and include required signatures of the host department and the PhD Program Director. Please see the FIFSW Registrar for assistance.

Request for Independent Reading/Research Courses

Reading/research courses are intended to meet the needs or interests of a student. The course can be offered on a specific topic not covered in other approved courses at the Faculty and must not be offered in other graduate departments at the University. It could involve a student meeting periodically with an instructor to seek direction and for feedback on the submitted assignments. We encourage student initiative in identifying the need for

this type of courses. Please note that faculty resources and instructors' time constraints may limit the availability of these courses.

To arrange for these courses, a student will need to contact the concerned instructor directly. A reading/research course that is developed, with one or more students, will involve reading assignments, written work, and meeting frequency equivalent to those of a regular course. The instructor must hold an appointment at the Faculty; course instructors (PhD students) and sessional instructors cannot supervise a directed reading course. A maximum of two 0.5 credit courses will be accepted toward degree requirements.

Students enroll by submitting the following to the Registrar:

- A request for Reading and/or Research Course form (Appendix 3)
- An Add/Drop Course(s) form (Appendix 2).
- A copy of the Reading Course Syllabus

Please enter course number SWK 6501H, Special Studies 1 or SWK 6502H, Special Studies 2 for course number and description. The forms are located on the SGS website (www.sgs.utoronto.ca) under Current Students/Registration & Enrolment section, or at the end of the Manual. Submit the completed form, with instructor and PhD Program Director's signatures, before submitting to the FIFSW Registrar's office.

Approved Graduate-Level Courses in Other Universities

Students may take approved graduate-level courses from other universities in Ontario. They will need to complete the Ontario Visiting Graduate Student (OVGS) Agreement. This agreement form can be found on the SGS website (www.sgs.utoronto.ca) within the Exchanges & Agreements section, or at the end of the Manual (Appendix 4).

If you are considering taking a course at the graduate level outside Ontario, you will require permission to do so from the PhD Director and from the host University. Please see the FIFSW Registrar for further information.

Collaborative Specializations

The Factor-Inwentash Faculty of Social Work offers several collaborative interdisciplinary specializations. Information about each program is available on the Faculty website at www.socialwork.utoronto.ca/programs/msw-and-phd-collaborative-specializations/. Please review programs specific to PhD students. Students apply directly to these programs. Please note that students who participate in these interdisciplinary programs must meet all the requirements of the collaborative specialization in addition to the doctoral degree requirements of the Factor-Inwentash Faculty of Social Work in order to graduate.

Checking/Modifying Course Status

Students are responsible for the accuracy of their timetable through ACORN (www.acorn.utoronto.ca). Students may cancel or withdraw from individual courses using the web service up to certain dates. These deadlines are set annually by the School of Graduate Studies and published under Dates and Deadlines, Academic Year Calendar on the FIFSW website (www.socialwork.utoronto.ca) under Current Students. Students are advised to consult with their Interim Academic Advisor before withdrawing from courses.

Final Grades

Final grades can be accessed through ACORN. The dates for viewing grades for a session are posted under Dates and Deadlines, Academic Year Calendar on the FIFSW website (www.socialwork.utoronto.ca) under Current Students. Students will be able to view their grades online approximately 6-7 weeks after the session ends. If a grade is not available, contact your instructor or the graduate unit offering the course.

Recommended Course Load & Timeline

Students are required to register for each successive term, including summers, on a full-time basis unless granted a leave of absence.

Below is the recommended course load and program timeline to complete all program requirements within the SGS timeframe for PhD programs.

Program Year	Term	Recommended Course Load & Program Timeline
YEAR 1	Fall	<ul style="list-style-type: none"> • SWK 6302H • SWK 6307H • SWK 4506H (or passing grade on competency exam; by early Sept.) • (Optional, 1 elective for those not enrolled in SWK 4506H)
	Winter	<ul style="list-style-type: none"> • SWK 6301H • SWK 6308H • 1 elective • Doctoral Colloquium (2.5 days in March and/or April)
	Spring/ Summer	<ul style="list-style-type: none"> • 2 electives • Due by June 1st - Selection of the Thesis Supervisor in the Annual Progress Report
YEAR 2	Fall	<ul style="list-style-type: none"> • SWK 7000H • 1-2 electives • Draft Comprehensive Exam Proposal & Annotated Bibliography
	Winter	<ul style="list-style-type: none"> • 1-2 electives • Submit Approved Comprehensive Exam Proposal & Bibliography (if taking Winter Comp Exam) • SWK8000H Comprehensive Exam (if applicable) • Must have completed 9/10 required courses enrolling in Comprehensive Exam
	Spring /Summer	<ul style="list-style-type: none"> • Submit Approved Comprehensive Exam Proposal & Bibliography (if taking Summer Comp Exam) • SWK8000h Comprehensive Exam (if applicable) • Must have completed 9/10 required courses enrolling in Comprehensive Exam • Due by June 1st - Annual Progress Report

Program Year	Term	Recommended Course Load & Program Timeline
YEAR 3		<ul style="list-style-type: none"> • Elective (if student has one remaining required course) • Finalize Selection of Thesis Committee • Thesis Proposal and Oral Thesis Proposal Defense <ul style="list-style-type: none"> ○ All required courses must be completed before the Oral Thesis Defense ○ The Thesis Proposal must be approved by the Supervisory Committee by August 31st of the third year of the program for the student to achieve candidacy and maintain good standing. • Due by June 1st - Annual Progress Report <p>NOTE: Students who do not achieve candidacy by the end of Year 3, must submit an Request for Extension to Achieve Candidacy, in order to remain registered.</p>
YEAR 4		<ul style="list-style-type: none"> • Thesis Research & Writing • Due by June 1st, Annual Progress Report
YEAR 5		<ul style="list-style-type: none"> • Thesis Research & Writing • Due by June 1st, Annual Progress Report • Thesis Completion & Oral Defense <p>NOTE: Students should prepare to defend their thesis by the end of Year 5. Students who have not completed all degree requirements at the end of Year 6, must request a Program Extension, in order to remain registered.</p>

Time Limit for Completion of Program Requirements

The time limit to complete all requirements for the PhD degree (courses, Comprehensive Exam and Thesis) is **six years**.

See the SGS website (www.sgs.utoronto.ca) regarding tuition and fees after Year Five, as there is no funding commitment beyond Year Five of the program.

Program Extensions

In exceptional circumstances, a student who has not met degree requirements within the six-year time limit may request a program extension. Doctoral students may apply for a maximum of four one-year extensions.

To seek an extension, complete a [Program Extension \(Current Regulations\) form \(PDF\)](#) and submit it to the PhD Director for approval, along with an explanation for the delay and evidence that the remaining degree requirements may be completed within the period of the extension request.

Final Program Extension Requests

Third or fourth (FINAL) program extension requests for doctoral students require additional approval from the School of Graduate Studies (SGS). To obtain this approval, the student, supervisor, and graduate chair / coordinator must provide additional information in a separate letter of support to SGS. This can be a single letter co-signed by all parties, or separate letters, that outline the following:

- a reflection on the progress to date, including progress in the previous extension periods.
- detailed plan or timeline for completion, a confirmation that the degree requirements can be met within one year of the final program extension, and
- a confirmation that the student has been made aware of support services that are available to help the student complete their thesis.

Once approved by the graduate unit, the graduate administrator will submit the form and supporting documents to SGS for final review and approval.

Accommodations for Students with Disabilities or Medical Conditions

Graduate students who have a documented disability or medical condition may be eligible for an academic accommodation (which refers to any service, equipment, or special arrangement that is put in place to support students who are completing course work, doing field research, or preparing a dissertation or completing an oral exam).

Students are encouraged to contact [Accessibility Services Central Services](#) for more information. Students who are registered with Accessibility Services can also access drop-in advising hours at the School of Graduate Studies.

Students who require one or more program extensions should discuss your accommodation request with your Accessibility Advisor. If required, the student may submit a letter from the Accessibility Advisor to support a further program extension.

Students who receive an extension approval for more than one academic term should work with their supervisor and provide the PhD Program Director a progress update by the end of each term (i.e., Fall, Winter, and Summer).

Additional information is available in the [Graduate and Professional Program Student Handbook](#) (PDF).

Annual Progress Report

Each year of the student's program, at the end of the Winter term, the student and the supervisor collaborate to submit an Annual Progress Report (Appendix 5). The report is submitted to the PhD Program (phdprogram.fifsw@utoronto.ca). In some cases, a meeting may be arranged to discuss a student's progress and possible issues related to supervision, resources, and any other concerns. The student, the supervisor, or the PhD Program Director can initiate this meeting.

Students in Year 1 should identify and work with their supervisor to complete the sections of the Annual Progress Report that apply to Year 1 students. Year 1 students who have questions or have not identified their supervisor by the Annual Progress Report submission deadline should contact the PhD Program Director.

Program Termination or Program Withdrawal

A candidate for the PhD degree enrolled in a full-time program may be denied further registration in that program and will have the candidacy terminated at the end of the third year of registration if by that time, either of the following:

- the candidate has not completed all requirements for the degree exclusive of thesis research—including course requirements, language requirements, qualifying departmental examinations—i.e., Comprehensive Exam.
- the candidate does not have an approved thesis topic, supervisor, or supervisory committee.

Students may withdraw voluntarily from their programs at any point before the termination. A student may decide to withdraw from the program before the Chair/Director submits the recommendation to SGS for termination of registration or before the SGS Vice-

Dean, Students, approves the Chair/Director's recommendation. In such cases, SGS will record the withdrawal on the student's academic record and transcript, and SGS will not act on the recommendation for termination of registration.

Students may appeal a decision to terminate their program by formally requesting a reconsideration or change to an official academic decision made by the University. For more information on academic appeals go to <https://facultyandstaff.sgs.utoronto.ca/sgs-councils-and-committees/graduate-academic-appeals/>

As program withdrawal is a voluntary action, it is a final decision and cannot be appealed.

COMPREHENSIVE EXAM

Overview

The comprehensive examination is a significant milestone in a student's PhD journey. The purpose of the exam is to assess the student's breadth and depth of knowledge in their chosen area of scholarship. Developing this critical assessment of theory and research serves as a steppingstone towards formulating research question(s) to be addressed in the dissertation.

The Comprehensive Exam is a take-home written test that involves the following steps:

- [Completion of Comprehensive Exam Prerequisites](#)
- [Selection of Second Reader](#)
- [Enrollment in SWK8000H](#)
- [Submission of the Comprehensive Exam Proposal and Annotated Bibliography](#)
- [Submission of the Comprehensive Exam](#)
- [Assessment of the Comprehensive Exam](#)
- [Final Submission of the Final Comprehensive Exam](#)

By successfully completing the Comprehensive Exam, students develop and demonstrate their capacity for critical analysis, research and writing to showcase the following:

1. Comprehensive understanding of the broader research area related to your area of specialization,
2. The relevance of your proposed dissertation topic to the field of social work, and
3. Ability to articulate an independent critical perspective on the field.

NOTE: See additional details below regarding the submission timeline, procedures and guidelines for the Comprehensive Exam Proposal, the Annotated Reading List and Comprehensive Exam.

Steps for Completing the Comprehensive Exam

1. Comprehensive Exam Prerequisites

PhD Students must complete at least 9 of the 10 half-credit course requirements and the Comprehensive Exam Seminar (SWK 7000H) before they are eligible to enroll in SWK 8000H to complete the Comprehensive Exam.

2. Second Reader Selection

- At the time of enrolling in SWK 8000H, the student must notify the PhD Program of their selection of the Second Reader (to be identified in consultation with the student's supervisor).
- The second reader provides a formal assessment of the final comprehensive exam paper and thus, must be a faculty member at FIFSW and a full or associate member of the School of Graduate Studies (e.g., tenured, tenure-stream, teaching-stream, status-only, visiting, adjunct).
- The second reader should be selected based on their knowledge of the student's area of practice, policy, and/or research interests. Although it is not required, faculty who serve as a second assessor are often invited to be a member of the student's Supervisory Committee, as their involvement in the Comprehensive Exam process can support the student in the development of their thesis research.

NOTE: See Comprehensive Exam Supervisor and Second Reader Membership Form.

3. Enrolment in SWK8000H

- Students must enroll in SWK 8000H to take the Comprehensive Exam during the second or third semester of Year Two (e.g., Winter or Summer session).
- To enroll in the Comprehensive Exam., students must submit the completed and signed [SGS Add/Drop Form](#) AND the completed Comprehensive Exam Supervisor & Second Reader Membership Form (Appendix 6) to the attention of the FIFSW Registrar (registrar.fifsw@utoronto.ca).
- Once the enrollment has been approved by the School of Graduate Studies, the PhD Program Assistant will set up a Quercus shell for the student to submit the comprehensive exam proposal, annotated reading list, and the comprehensive exam.

4. Submission of the Comprehensive Exam Proposal & Annotated Reading List

- To prepare for the Comprehensive Exam, students work closely with their thesis supervisor to develop a Comprehensive Exam Proposal and Annotated Reading List, which will serve as a guideline for the Comprehensive exam.
- Students will have an opportunity to develop a draft of their comprehensive exam proposal in SWK 7000H during the fall of Year 2 with guidance from the course instructor and in consultation with the student's thesis supervisor.
- Prior to finalizing the comprehensive exam proposal and annotated bibliography, the student and supervisor shall select the second reader who will assess the final comprehensive exam paper and notify the PhD Program of this selection.

NOTE: See additional requirements for Comprehensive Exam Proposal below.

5. Submission of the Comprehensive Exam

- Receiving approval from the supervisor and submitting both a) the comprehensive exam proposal and b) annotated reading list marks the beginning of the independent exam period.
- The second reader may provide feedback on the submitted comprehensive exam proposal and annotated reading list, within two weeks of when they are submitted.
- Students will have a maximum of three months from the date they submit the approved comprehensive exam proposal, to complete the comprehensive exam paper. During this period, the supervisor and second reader may not provide further guidance on the scholarly writing or scope of research for the Comprehensive Exam.

6. Assessment of the Comprehensive Exam

- The supervisor and second reader will independently assess the Comprehensive Exam and submit their assessment within three weeks.

NOTE: See Assessment of the Comprehensive Exam Form

7. Final Submission of the Comprehensive Exam

- The PhD Program Director will notify students of the Comprehensive Exam Results, with details regarding whether the exam “passed” or “failed” and if further edits or changes are required.
- In cases of failure, students will be informed of the courses of action available to them, including the procedures for review, appeal, or retaking the exam.

Comprehensive Exam – Enrollment & Submission Timeline

The Comprehensive Exam is offered in Winter or Summer term of Year 2 in the PhD Program. All deadlines are 11:59 pm Eastern Standard Time on the designated date.

Winter 2024 – Comprehensive Exam Enrollment & Submission Dates

Dates	Activity
October 2, 2023, to December 11, 2023	Enrollment period and submission requirements: <ul style="list-style-type: none"> • ADD/Drop form for SWK 8000H • Comprehensive Exam Supervisor & Second Reader form
January 15, 2024	Deadline to submit approved Comprehensive Exam Proposal And annotated reading list
April 15, 2024	Date to submit final Comprehensive Exam
May 6-10, 2024	Deadline for assessors to submit the evaluation of the comprehensive exam*

Summer 2024 – Comprehensive Exam Enrollment & Submission Dates

Dates	Activity
February 5, 2024, to April 8, 2024	Enrollment period and submission requirements: <ul style="list-style-type: none"> - ADD/Drop form for SWK 8000H - Comprehensive Exam Supervisor & Second Reader form
May 13, 2024	Date to submit approved Comprehensive Exam proposal AND annotated reading list
August 13, 2024	Date to submit final Comprehensive Exam
September 3, 2024	Deadline for assessors to submit the evaluation of the Comprehensive Exam*

***NOTE:** The Comprehensive Exam Assessors are expected to submit their evaluation of the Comprehensive Exam within three weeks after the Exam is submitted for review. The specific date may vary accordingly.

Comprehensive Exam Proposal Requirements

Following the selection of a topic area and a preliminary review of the pertinent literature, the student develops a proposal for the Comprehensive Exam. The purpose of the proposal is for the student to develop a focus for addressing the critical analysis of relevant research materials. The format of the Comprehensive Exam Proposal is as follows:

Comprehensive Exam Proposal – Outline

1. **Introduction:** Provide a clear statement of the issue, policy, or problem area that you plan to examine. Provide a brief overview of the selected topic. State your rationale for pursuing this topic of interest, relevance to social work practice, policy, and research, and provide an overview of your comprehensive exam. Include the specific dimensions, parameters, or factors that will be included in your critical analysis of the literature.
2. **Analyses of Theoretical Perspectives:** Provide a summary of the main concepts and/or theoretical perspectives that you plan to review and analyze. Provide a rationale for choosing these perspectives. Indicate what will be excluded from your critical analysis of theoretical perspectives and why.
3. **Analyses of the Research Literature and Methodology:** Provide a summary of the main research studies related to your chosen topic of interest. Provide a rationale for the research studies that will be included in your analyses. Also indicate the areas of and scope of research literature that will be included and excluded and why.
4. **Discussion and Conclusions:** Briefly indicate the theoretical model that will emerge from the critical analyses of the theoretical and research literatures. Outline and explain your planned approach to the discussion and conclusions that will validate your theoretical model. Indicate implications for social work practice, policy, and research.

Format and Length of the Comprehensive Exam Proposal

The Comprehensive Exam Proposal should be **no longer than 10-12 pages**, excluding references. The text should be formatted in 12-point font, double-spaced, and left justified with 1" margins all around.

Annotated Reading List Requirements

The student will submit an annotated reading list with a minimum of 30 empirical and theoretical articles or books that are relevant to the topic of their Comprehensive Exam. Students are expected to begin to work on this list in the Fall session of the second year, while working on the draft of the Comprehensive Exam Proposal for the Comprehensive Exam Seminar (SWK7000H).

The annotated reading list should consist of three sections:

- 1) Works related directly to the topic of the Comprehensive Exam, its significance, and other relevant background information.
- 2) Works related to the main theoretical perspectives in the Comprehensive Exam.
- 3) Works related to the empirical studies in the Comprehensive Exam.

Using annotations, the student will explain, in one paragraph, how each item on the reading list is related to one of the three sections above and how the reading will be used in preparation of the Comprehensive Exam.

Evaluation of the Comprehensive Exam Proposal and Annotated Reading List

After submission of the approved comprehensive exam proposal, assessors who wish to provide further feedback can do so within two weeks of the specified deadline for the Final Comprehensive Exam Proposal.

Assessors are not permitted to provide feedback, however, on the Comprehensive Exam, reading list, or development of the Comprehensive Exam paper (i.e. what theories to include, structure of the paper, or the reading list) during the Comprehensive Exam period, as students should have received and addressed the feedback prior to submitting the final proposal.

Comprehensive Exam Guidelines

The Comprehensive Exam is due within **3 months** of the submission of the approved Comprehensive Exam Proposal and annotated reading list. The student must structure the Comprehensive Exam according to the approved outline developed for the Comprehensive Exam Proposal. While the Comprehensive Exam should draw heavily from the annotated reading list, the student can extend the readings beyond what is covered in the list.

The Comprehensive Exam should include the following:

1. The introduction of the final paper followed by a logical ordering of the reviewed literature.
2. The synthesis and critical analyses of both theoretical and research perspectives of the problem, presented in a coherent, concise fashion.
3. Evidence throughout the paper of the relevance and developed arguments for advancing knowledge in the field of the social work profession and social welfare.
4. In the discussion section of the paper, the student articulates a theoretical model, theoretical framework, or conceptual model based on their critical analyses of the literature.
5. The conclusion section provides direction for future study of the problem area.

Format and Length of the Comprehensive Exam

The Comprehensive Exam should be **no longer than 40-50 pages**, excluding references. The text should be formatted in 12-point font, double-spaced, and left justified with 1" margins all around. Pages must be numbered.

In addition, the title page of the Comprehensive Exam **must include** the following statement:

"This Comprehensive Exam is an independent piece of work submitted in partial fulfillment of the requirements to be met prior to formal approval of a doctoral proposal for a doctoral thesis in social work."

The Comprehensive Exam should be carefully edited prior to submission. The student may engage an editor for this purpose.

Submission of the Comprehensive Exam

The Comprehensive Exam is due on the specified deadline. The student will submit the final version of the Comprehensive Exam by uploading it on University of Toronto's learning management platform, Quercus, by 11:59 PM in Eastern Time.

- **Winter 2024 Session Deadline:** Monday, April 15, 2024
- **Summer 2023 Session Deadline:** Monday, August 13, 2024

Plagiarism Detection Tool

Students are required to submit all written materials, including the Comprehensive Exam Proposal, annotated reading list, and Comprehensive Exam to Ouriginal on Quercus for a review of textual similarity and detection of possible plagiarism. Students can upload their papers as many times as they wish to review their work before submitting a final version to the two assessors and the PhD Program Director. In doing so, students allow their essays to be included as source documents in the tool's reference database, where they are used solely for the purpose of detecting plagiarism.

It has, on occasion, taken over 72 hours for an originality report to generate and be sent to students. Please keep this in mind should you wish to review a report before submitting your final paper.

Evaluation of the Comprehensive Exam

The supervisor and the second reader will provide the evaluation results and assessment, reports within **3** weeks from the time of submission of the Comprehensive Exam unless otherwise specified.

The PhD Program Director serves as the Comprehensive Exam coordinator and oversees the process and implementation. The PhD Program Director assigns the final standing of credit (CR) or no-credit (NCR) after the supervisor confirms that the student has completed the requirements of the Comprehensive Exam.

The assessment criteria for the comprehensive exam include the following (Appendix 7):

1. The logical development and presentation of the salient aspects of the topic selected.
2. The selection and use of relevant theoretical literature from a variety of knowledge areas and/or disciplines.
3. The critical assessment of related research literature.
4. The analysis and synthesis of conceptual material.

5. The articulation of a theoretical model which integrates the salient issues identified through the critical analysis of the literature.
6. Quality and organization of writing.
7. Relevance to social work practice, policy, and research.

Possible Results of the Comprehensive Exam

- Assessment of the Comprehensive Exam is on a “pass/fail” basis.

- ☐ Pass without changes
- ☐ Pass with minor revisions
- ☐ Pass with major revisions
- ☐ Fail

Assessment details are as follows:

1. **Pass without changes.** The Comprehensive Exam passed “without changes” is considered the final version and should be sent to the Administrative Coordinator, Admissions and Programs (ACA), who will catalogue the paper. The PhD Program Director will submit the standing “CR” upon the receipt of the final bound copy.
2. **Pass with minor revisions or major revisions.** If the Comprehensive Exam is passed with minor revisions, the student has 3 weeks from the date of the assessment results to make changes. If the paper is passed with major revisions, the student has 8 weeks from the date of the assessment results to make necessary changes. The PhD Program Director will notify the student in writing that the student has passed the comprehensive exam with conditions, and that they must complete the revisions within the respective revision timeframes. In these two scenarios, the student must file an Extension to Complete Coursework form if they cannot complete the revisions and have an unconditionally approved Comprehensive Exam paper by the time the grades are due for SWK8000H. Students will receive a temporary non-grade report (SDF; Standing Deferred) for SWK8000H when the extension request is approved by the PhD Director. Following the submission of the revisions, the supervisor is required to send an email message to the ACA confirming all changes have been approved. The student will send the final bound copy to the ACA, who will catalogue the paper. The PhD Program Director will notify the student in writing that the student has successfully met the Comprehensive Exam requirement, and the PhD Program Director will submit the standing “CR” upon the receipt of the final bound copy.

Students who fail to submit the final, unconditionally approved version of the Comprehensive Exam to the ACA following the above assessment options will not receive a credit and will not be permitted to proceed to the Thesis.

3. **Fail.** If the student fails the Comprehensive Exam (i.e., both assessors indicate failure on their evaluation form), the student will be provided with the assessors' reports and receive an SDF for SWK8000H. The student can retake SWK8000H one more time in the following academic session with the same assessors, provided that the following academic session is before the end of the third year.

For students who write the exam a second time, if one or both assessors do not recommend approval on the second exam, the student will receive an NCR for SWK8000H and will be notified in writing by the PhD Program Director. The Faculty will submit a request to SGS for termination of the student's registration for those who receive an NCR twice for SWK8000H Comprehensive Exam.

Grading

This is a credit (CR)/no credit (NCR) exam. The grade standing will be submitted by the PhD Program Director. **The credit will only be given when the final approved version of the Comprehensive Exam is submitted to the ACA.** Students who pass the Comprehensive Exam but fail to submit the final version within the respective timeframes (i.e., 3 weeks for minor revisions, and 8 weeks for major revisions) to the ACA will not receive a credit.

The temporary non-grade report (SDF; Standing Deferred) will be assigned to those students who have an approved course extension. Students who are unable to complete the Comprehensive Exam during the extension period will receive an NCR for the course by the PhD Director unless there is an approved second coursework extension.

The Faculty will submit a request to SGS for termination of registration in the PhD Program for students who do not complete the requirements for SWK8000H after two attempts. The Faculty will also submit a request to SGS for termination of registration for students who do not take SWK8000H by the end of the third year unless there is an approved Extension to Achieve Candidacy.

THE THESIS

Introduction

The organization of the entire PhD program (required courses, elective courses, and Comprehensive Exam) is intended to guide the student in pursuing areas of social work theory and research, which will provide the background for the formulation of the Thesis Proposal. The student works closely with the supervisor in selecting a thesis topic that can be feasibly researched within a one- to two-year time frame. The Thesis Proposal is initially approved by the supervisor and is subsequently submitted to the Supervisory Committee for final evaluation and approval. Once approved, the student carries out the proposed thesis research with the support and guidance of the supervisor and the Supervisory Committee. When completed, the Supervisory Committee approves the thesis and then an application for its defense at an Oral Examination is made through the office of the PhD Program Director. Completion and successful defense of the Thesis are required before the doctoral degree can be conferred.

The Thesis is an original piece of scholarly research on a topic that has been selected by the student and approved by the supervisor and the student's Supervisory Committee. The thesis is a major undertaking that reflects the highest standards of scholarship and that makes a significant contribution to knowledge and practice in the field of social welfare and the profession of social work. When the Thesis is completed and has met the approval of the Supervisory Committee, the student proceeds to the Oral Examination that is administered by the School of Graduate Studies. Copies of the completed dissertations are housed in the FIFSW and may be signed out. Please see the Administrative Coordinator, Admissions and Programs (ACA), Angela Umbrello, for assistance in this regard.

The Thesis Proposal

The thesis topic follows from the literature research conducted for the Comprehensive Exam. This means that most students develop a feasible study question in conjunction with the analysis of the research literature examined for the Comprehensive Exam. Consultation with the supervisor enables the student to refine the question and prepare a Thesis Proposal.

In developing the thesis study question and method(s), the student should give careful attention to the time required to complete the project. The student should estimate that 3 to 4 months may be necessary to develop the proposal, select and pretest data collection instruments, obtain human ethics approval, and negotiate suitable sites for sample selection and implementation of the data collection procedures. A draft of the Thesis

proposal is submitted to the supervisor for feedback and revision prior to convening a meeting of the Supervisory Committee for review and approval of the Thesis Proposal. **The supervisor is expected to provide feedback on the draft of the Thesis Proposal within a 2-week time frame.**

Thesis Proposal Format

Students are required to indicate whether they choose to do one of the following Thesis formats:

1. A Traditional Dissertation (a dissertation with chapters)

OR

2. Three Paper Dissertation

The student should specify the selection of the thesis format in the Thesis Proposal. Each option is described in the next section. **The proposal should not exceed 20 pages, double-spaced, excluding references and work plan.**

In addition, the title page of the Thesis Proposal **must include** the following statement:

“This Thesis Proposal is an independent piece of work submitted in partial fulfillment of the requirements to be met for a doctoral thesis in social work.”

Thesis Proposal Outline

1. Title: The thesis title should give a clear indication of the topic being studied.
2. The Problem: A description of the study problem includes specification of the study question(s), justification for their selection vis-à-vis previous research, and the potential relevance of addressing these questions for the advancement of social work knowledge.
3. Theoretical Framework and Background Information: The major theoretical premises that underlie the problem are articulated, and the salient concepts are defined. Following a concise, critical review of the theoretical and research literature, a theoretical model or framework is proposed in support of the selected research question.
4. Design and Methods: Research questions and/or hypotheses are formulated clearly such that all study constructs and/or variables and their anticipated relationships are specified. The selected research design is detailed (survey, archival, descriptive,

interpretive, experimental, etc.). The reasons for selecting the design are given, including its merits and limitations. Where applicable, the operational definitions of each study variables are defined.

Participant and the sampling procedures are specified including the inclusion/exclusion criteria for study participants, justification for selecting the population, or database, from which the sample is to be drawn. Sample size, or extent of database, is specified and justified.

Data collection methods are described in detail. Interview schedules, procedures for analyses of databases, coding methods, recording methods, instruments, or any other proposed data collection techniques are to be described, including the psychometric properties where applicable.

5. Data Analysis: The methods of analyses appropriate for the study design are described. The specified procedures are consistent with the nature and quality of the data. Pilot testing of the analytic procedures may be required when these procedures have not been previously tested. The results of the pilot study are reported, including the identification of potential problems.
6. References: Only items cited in the text are included.
7. Work Plan: At the end of the proposal the student attaches an addendum, which provides a detailed work plan, including estimates of the time needed to complete each phase of the proposed research.

Assessment of Thesis Proposal

The supervisor, as the Chair of the Committee, and the Supervisory Committee members have the responsibility of adjudicating the merits of the Thesis Proposal. The student proceeds to the collection of data and preparation of the thesis only after approval of the Thesis Proposal has been obtained from the Supervisory Committee.

Thesis Proposal Defense Meeting

Following revisions of the Thesis Proposal based on feedback from the supervisor, a Thesis Proposal defense meeting of the Supervisory Committee is convened. The student submits copies of the Thesis Proposal to each member of the Committee at least 2 weeks prior to the proposal defense. The student attaches to each copy of the proposal the Thesis Proposal Assessment Criteria Form (Appendix 8).

The Thesis Proposal defense meeting is required in adjudicating the merits of the student's Thesis Proposal. To obtain candidacy, students are required to complete their Thesis Proposal defense by the end of the third year. The following criteria will be considered for assessing the Thesis Proposal during the proposal defense:

- To what extent is the research question focused and researchable?
- To what extent has a coherent and relevant theoretical model been developed in support of the research question?
- To what extent are the design and methods appropriate and clearly articulated?
 - Are the sampling strategies and other sources of information well thought out and appropriate?
 - Are the information-collecting strategies clearly stated, including psychometric properties where appropriate?
 - Are the planned analyses of the collected information clearly outlined and appropriate?
- Is the proposal work plan feasible?

During the meeting, the student is expected to present a summary of the Thesis Proposal to the committee and respond to questions raised. Based on the assessment of the written proposal and the student's responses to these questions, the committee makes specific recommendations as to corrections, modifications, or substantial revisions.

The supervisor and committee members record the recommendation on the Thesis Proposal Recommendation Form (Appendix 10). The supervisor writes a Summary Report of the Supervisory Committee's review of the Thesis Proposal addressing each of the assessment criteria.

Final Submission of Thesis Proposal

The supervisor completes the Summary Report of the Supervisory Committee's review of the Thesis Proposal. The Summary Report is appended to the completed Thesis Proposal Recommendation Form and copies are sent to the student, each committee member, and the PhD Program Director. The PhD Program Director forwards the reports to the Administrative Coordinator, Admissions and Programs (ACA), Angela Umbrello, for recording on ACORN and filing in the student file.

Possible results of the Supervisory Committee's review of the Thesis Proposal include:

- **Approved:** __Without changes
 __With minor corrections
 __With minor modifications
- **Not Approved**

If the Thesis Proposal is approved, the student makes corrections or modifications to the proposal as recommended by the Supervisory Committee and submits a copy to the supervisor, each committee member, and the PhD Program Director. Following the initial notification of the approval status, students who receive “Approved with Minor Corrections” are required to submit the final copy within 1 month, and those who receive “Approved with Minor Modifications” are required to submit the final copy within 3 months.

If the Thesis Proposal is not approved and major revisions have been recommended, the student revises the proposal accordingly. The Supervisory Committee is reconvened, and a second adjudication of the proposal proceeds as described above. When final approval has been obtained, the student proceeds with data collection.

Thesis Format

The format for the title page, acknowledgments, abstract, and table of contents is consistent with a standard set by the University. The title page **must include** the following statement:

*“A thesis submitted in conformity with the requirements
for the degree of Doctor of Philosophy”*

Traditional Dissertation

For the main body of the Traditional Dissertation, the sequencing of the chapters follows the following format set for the Thesis Proposal:

1. Introduction (includes statement of problem)
2. Review of Background Literature (theoretical and empirical)
3. Design and Methods
4. Findings
5. Discussion (includes relevance to Social Work)
6. References
7. Appendices
8. Style for Citations, References, Headings and Tables

For citing published work in the body of the thesis students are to use the format prescribed by the Publication Manual of the American Psychological Association (APA Manual). The “Expression of Ideas” and the “Editorial Style” chapters of the APA Manual will be helpful for arriving at a standard usage of terms and punctuation style. The APA Manual specifies five levels of headings which should be followed for formatting headings in the thesis. Also, students are to use the APA Manual for the format of tables and figures. Tables and figures may be included in the text or may be appended at the end of the manuscript. The reference list is to be prepared according to the APA style.

Students writing a thesis using historical research methods should follow the format recommended in The Chicago Manual of Style. **In addition to following the guidelines of the specified manuals for formatting the thesis, it is essential that the student follow The School of Graduate Studies' guidelines for submission of ETDs (Electronic Theses and Dissertations):** <https://www.sgs.utoronto.ca/academic-progress/program-completion/electronic-thesis-submission/>

Three Paper Dissertation

The three paper dissertation option allows students to write three related papers in a given topic or area of interest in which they have conducted research as required for the PhD program. While each paper is a stand-alone piece of scholarly work, containing its own literature review and associated article components, the three independent pieces, taken together, form a cohesive exploration of the specific topic area under study. Papers may use the same data set (to explore different questions or apply different methods) or different datasets. The introduction and conclusion sections of the dissertation describe how each of the papers fits together. Conclusions and implications that are common across the three papers can be described in the dissertation introduction and conclusion.

Guiding Principles for the Three Paper Dissertation

The three paper dissertation is an alternative to the traditional format for those students who would find it a benefit. The three paper option is based on the same fundamental principles of student independent work and scholarly rigor. The student's committee has the major responsibility for maintaining the rigor of the dissertation and for negotiating issues as they arise. They are to determine the content and quality of each of the papers and the dissertation as a whole.

Overall Guidelines

1. Students should specify in their proposal that they are choosing the three paper option.
2. The three paper dissertation needs to be approved by the supervisor and committee, taking into account the kind of work the student is proposing and the best way of presenting and organizing the results that will be produced in the dissertation research.
3. The dissertation should be comprised of three papers.
 - a. The dissertation must include an abstract that synthesizes the papers (Chapters 2, 3, 4), as well as an introduction (Chapter 1) and a conclusion (Chapter 5).

- b. The papers should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction of the dissertation.
 - c. The need for three papers (as opposed to just two) should be clear and approved by the dissertation committee, and not merely represent minor variations of a work that would be more appropriately reported in just one or two papers.
4. The literature review for each paper is distinct and highlights a unique aspect within a topic area. That said, a certain amount of overlap is acceptable. For example, portions of the literature review may need to be cited in the various papers because it delineates the entire historical background of the study's focal topic. Redundancy can be carefully reduced by citing one's own work. However, self-plagiarism – reusing one's own previously written work or data in a 'new' written product without letting the reader know that this material has appeared elsewhere – is prohibited.
 5. The introduction should function as the cord that weaves the three manuscripts together and briefly describes, for the reader, their 'collective meaning' and 'combined contribution' to the field. It should include:
 - a. A definition or statement of the problem.
 - b. The importance of the problem (i.e., why it is worth researching, why it matters to the field of social work).
 - c. The theoretical foundation(s) supporting the problem/issue.
 - d. An overview of the important literature (overview, because each paper will have its own unique literature review).
 - e. The research questions in each paper.
 - f. The methodology to be used to answer each question in each paper.

NOTE: The dissertation proposal should reflect these items as well, though the introduction may contain far more detail.

6. At least two of the papers should be based on data that are analyzed by the student. If the third paper is conceptual in nature, or based on a synthesis of the literature that is not a systematic review, it must be connected to the theme or themes of the dissertation without overlapping heavily with the contents of either of the other papers. Whether the extent of any overlap is excessive will be determined by the student's dissertation committee.
7. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually, describe in detail the 3 papers' combined contribution' to the field, and should articulate an agenda for

future research on the issues addressed in the dissertation. The conclusion (Chapter 5) will include:

- a. Summary of the dissertation's major findings
- b. Limitations
- c. Discussion (including implications for social work)
- d. Recommendations.

The conclusion chapter 'ties' everything together and helps the reader see how the three manuscripts, taken together, contribute to the knowledge base regarding the problem. In both the introduction and the conclusion, the student also will present and discuss linkages (i.e., similarities and differences) among the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work.

8. All papers must represent work undertaken while the student is enrolled in the PhD program, and each must be approved by the committee at the time of the student's proposal defense. It is acceptable for a student to include a previously published journal article in the three paper dissertation, as long as (a) all authorship requirements in our School's guidelines are adhered to; (b) the dissertation committee agrees to the manuscript's inclusion as an integrated and substantial chapter of the dissertation; and (c) the article was not submitted for publication prior to the dissertation proposal.
9. As with any other dissertation, students must submit their manuscripts in accordance with the SGS guidelines. If an article is published after the dissertation proposal is accepted and prior to the dissertation defense, the student will be responsible for securing necessary permissions to use the article as part of their dissertation from the copyright holder and other authors.
10. Students should decide as early as possible, in concert with their dissertation chair, whether to pursue the three paper format. However, they may switch from one format to the other at any time provided that their dissertation committee approves the switch.

Co-Authorship

Co-authorship of papers in a dissertation raises several serious issues that must be addressed by the dissertation committee in a manner that both protects the student's intellectual contribution and also ensures that the student is conducting their own work.

1. Absolutely no student co-authors are allowed. A paper can be submitted for only one dissertation. Limiting authorship in this way ensures that this is the case.
2. While students are permitted to consider adding a co-author to one or more papers, they are not required or particularly encouraged to do so. For example, members of the committee should not expect to be co-authors on any of the papers. Some examples of acceptable co-authorship are:
 - Use of data generated by a Principal Investigator.
 - Community members that, as part of a process of inclusion in the research, are secondary authors.
3. In the case of co-authorship on any individual paper within the dissertation, the student must indicate the percentage of effort and description of the role played by each author in the introductory chapter to the dissertation. Students must also gain prior authorization from their supervisor and committee members before pursuing the option of including a co-author in any of the three papers of their dissertation.
4. With the exception of #1 above, the Faculty will defer to the judgment of the dissertation committee as long as there is cohesiveness of the three paper dissertation with sufficient explanation as needed regarding the student's contributions in the case of co-authorship on a given paper.

The Final Oral Examination

Candidates complete a thesis that constitutes a distinct contribution to knowledge in the field of social work and must be based on research conducted while registered for the PhD Program. **Copies of the completed Thesis must be submitted to all final oral examination committee members and to SGS at least 8 weeks before the candidate's final oral examination to allow enough time for the appraisers to review the Thesis and provide feedback.** The candidate shall successfully defend the Thesis at a final oral examination which is administered by SGS. The student can refer to Guidelines for Review of Doctoral Dissertations (Appendix 12).

When the Supervisory Committee has approved a final draft of the thesis, the Supervisory Committee Chair (supervisor) arranges with the PhD Examinations Office of the School of Graduate Studies a date and time for the Oral Examination. This request must be made at

least 8 weeks prior to the desired examination date. It is the responsibility of the supervisor to decide, in consultation with the student, which scholar is appropriate as external examiner for the oral examination. See SGS website for regulations.

NOTE: In August 2006, the School of Graduate Studies stated that only defense committees consisting of five members will be approved; four persons must be present at the time of defense (either in-person or via zoom).

The Final Oral Examination Committee Must Include:

- Up to three members of the supervising committee.
- One to three examiners who have not been closely involved in the supervision of the Thesis. Those eligible would include the external appraiser, members of the graduate faculty of the University in other departments, and other faculty members from the candidate's Department.
- A non-voting Chair appointed by SGS. SGS will provide the Department with the name of a suitable Chair and will notify the Chair by letter.

The Examination Committee, exclusive of the Chair, will not normally be composed entirely of members of one department.

Submission of Thesis

The student submits an electronic version of the Thesis in both Word and PDF to the Administrative Coordinator, Admissions and Programs (ACA), **who will distribute the thesis by email to each of the Final Oral Examination Committee members at least 8 weeks in advance of the examination date.**

Appointment of a Final Oral Examination Committee

With the exception of the External Appraiser, each member of the Final Oral Examination committee must hold a Graduate Faculty Membership at the University of Toronto.

1. The Examination Committee shall consist of four to six voting members. Because quorum is four voting members, SGS recommends including at least five voting members to ensure the exam proceeds as scheduled. The Committee must include:
 - a. At least one member, but not more than three members, of the Candidate's supervising committee.
 - b. At least two examiners who have not been closely involved in the supervision of the Thesis. Those eligible include: the External Appraiser, members of the faculty appointed to the Candidate's graduate unit, and members of the faculty appointed to other graduate units of the University.

- c. A non-voting Chair appointed by SGS. The Doctoral Examinations Office will inform the graduate unit when a Chair for the examination has been appointed. Note that the graduate unit is not required to include the name of the Chair of the Examination Committee on the Examination Committee Nomination Form, which the graduate unit should submit to SGS as soon as possible by requesting approval on ACORN.
2. The Examination Committee may also include up to two non-voting members. These members must also be listed on the nomination form and approved by the Vice-Dean, Programs.

NOTE: Proposed exceptions to the above must be approved by the Vice-Dean, Programs.

Producing and Submitting Your Electronic Thesis

After your thesis supervisor has approved your final thesis, see [SGS guidelines](#) for producing and submitting an Electronic Thesis/Dissertation (EDT) to the [digital library repository](#).

Publishing Your Thesis

For information about publishing the dissertation, please refer to the [University of Toronto Libraries Guide on “Publishing Your Thesis.”](#)

In select cases, students may choose to embargo the thesis to postpone distribution and publication for a period of up to two years from the date of acceptance of the thesis. For information about embargo, please see the [University of Toronto Libraries Guide on “Thesis Embargo.”](#)

SUPERVISION

Interim Academic Advisors

Upon admission, students are assigned an Interim Academic Advisor. The Interim Academic Advisor is not expected to become the student's supervisor but will meet with the students to:

1. Assist them in course selection.
2. Connect them with other faculty and students with similar interests; and,
3. Identify faculty who might serve as potential supervisor, or supervisory committee members.

Thesis Supervisor

Selection

Students must select a supervisor by **June 1st of the first year in the program** and notify in PhD Annual Report, the PhD Program, PhD Program Director, and the Administrative Coordinator, Admissions and Programs (ACA) of this selection. Please note that it is the student's responsibility to consult with the supervisor to design a study plan and fulfill the program requirements.

Expectations of Supervisor

When a faculty member assumes the responsibilities of supervising a doctoral student, it is expected that the supervisor will be available for the duration of the student's program, including during the final Thesis Oral Examination process. This means that the supervisor is accessible and responsive to student's needs and makes arrangements for supervisory tasks during sabbatical or research leaves.

The matching process seeks to maximize opportunities for the student and aims for a good and viable relationship for the faculty. This match is not binding, however. As students become involved in designing their individual programs, some shifts in areas of interest may take place and thus a shift to a new supervisor may be necessary. Similarly, other considerations such as personality, work style, and shifts in methodology may dictate the selection of an alternate supervisor. The student and supervisor may wish to involve the PhD Program Director to facilitate this transition. In any case, the Administrative Coordinator, Admissions and Programs (ACA) is to be informed of the change in supervisor and a record of the transition is to be placed in the student's file and recorded on ACORN.

PhD students and graduate faculty supervisors are expected to refer to these guidelines for information about program requirements and procedures for addressing each component of the PhD program, e.g., course requirements, Comprehensive Exam Proposal, Comprehensive Exam, Thesis Proposal, Thesis, the Final Oral Examination, and the expected timelines for the completion of each of these components.

Reporting procedures by both the student and the supervisor form an important part of the supervisory process. Following each meeting with the supervisor, the student is expected to write a brief report on the decisions made during this meeting. A copy of this report is sent to the supervisor.

For the Thesis Proposal, the supervisor will complete a report on the Supervisory Committee's deliberations using the format outlined in this PhD Manual. A copy of the report is sent to the student, committee members, and to the Administrative Coordinator, Admissions and Programs (ACA) for inclusion in the student's file.

Supervision includes:

- In consultation with the student, developing a suitable timetable for the completion of all the requirements of the PhD program.
- Assisting the student with course selection.
- Helping the student with developing a focus for the Comprehensive Exam.
- Assisting the student with the selection of a Thesis research topic which can be completed within the timetable of the PhD program.
- Assessing and supplying constructive responses to student's concerns and/or material submitted.
- Responding to student's submissions within specified timeframes.
- Assisting students with applications for research scholarships.
- Encouraging students to present papers at conferences and to publish articles in the appropriate refereed academic journals; and,
- Introducing the student to members of the academic community involved in similar research areas within and outside the University.

Responsibilities of the Student

The student chooses a supervisor on the basis of research interests that are compatible with the supervisor.

For incoming students and those who have not yet advanced to the Thesis stage, the student is expected to:

- Establish a timetable for the completion of the program in accordance with the guidelines of PhD Program.
- Use these guidelines to understand all the requirements of the PhD program, including the number of course credits, required courses and electives.

- Consult with the supervisor when choosing elective courses and deciding on a topic of research.
- Develop an in-depth understanding of the Comprehensive Proposal and Paper.
- Become familiar with the Thesis Proposal, Thesis completion and Final Oral Examination guidelines.
- In collaboration with the supervisor, structure the membership of a Supervisory Committee.
- Discuss any concerns regarding participation and progress in the program.
- Initiate contact with the supervisor, at minimum, once each term for the duration of the program.
- Prepare for meetings with the supervisor by organizing materials and a general outline of what the student wishes to discuss.
- Maintain a record of the focus of the discussion and decisions made at each meeting.
- Prepare a report on the meeting and send a copy of the report to the supervisor following each meeting (can be used for Annual Progress Report); and,
- Make a concerted effort to present her/his research at conferences and publish articles in the appropriate refereed academic journals.

After the student advances to the Thesis stage, the student is expected to:

- Prepare materials for distribution to the Supervisory Committee at least 2 weeks prior to each meeting.
- Set an agenda for the Supervisory Committee meetings in collaboration with the Supervisor and provide all committee members with a draft copy of the minutes of the meeting within a reasonable time frame following the meeting.
- Be responsive to the mutually agreed upon recommendations of the supervisor and Supervisory Committee with regard to the design and implementation of the thesis research.
- Submit draft chapters to Supervisory Committee members at least 2 weeks prior to the date on which feedback is expected; and,
- Allow sufficient time for the Supervisory Committee Members to read all parts of the Thesis in its final form.

Please note that the final review of the Thesis takes a minimum of 3 to 4 weeks. If this review is successful and the Thesis is approved, the student will advance to the Final Oral Examination stage. It is the student's responsibility to proofread the final copy of the completed Thesis and the student is permitted to engage an editor for this purpose.

Supervisory Committee

Appointment

The School of Graduate Studies requires that from the commencement of thesis supervision, all PhD students should have a Supervisory Committee in place, and that committees meet with the students at least once a year thereafter. The supervisor selects members of the Supervisory Committee and can consult with the student regarding how to best resource the student's committee. Committee members are chosen on the basis of their known expertise in the student's area of research. Up to four members can be selected for the student's Supervisory Committee.

As stated earlier, the second member is usually the faculty member who has earlier assessed the Comprehensive Exam. A third member is chosen from outside the Faculty but must be a Member of the School of Graduate Studies of the University of Toronto. It is possible to appoint a committee member from another university who has similar graduate faculty status at the committee member's university. In this instance, the supervisor obtains a copy of the outside member's CV and forwards it to the Administrative Coordinator, Admissions and Programs (ACA). The CV is reviewed by the internal FIFSW, comprised of the Dean, Associate Dean, Academic, and PhD Program Director. If approved, the individual is recommended to SGS for a three year Graduate Faculty appointment. The Chair of the Supervisory Committee is to record all committee meetings, dates, and times. The minutes of the supervisory meetings should be included in the Annual Progress Report (Appendix 5). This information must now be recorded on ACORN and is tracked by SGS.

When all committee members have been selected and have agreed to serve, the supervisor completes the Supervisory Committee Membership form (Appendix 9), a copy of which is forwarded to the PhD Program Director and subsequently placed in the student's file.

Responsibilities of the Supervisory Committee

The Supervisory Committee is responsible for the assessment and approval of the student's Thesis Proposal. The student consults with the supervisor as well as the committee members during the preparation and various revisions of the Thesis Proposal. When a final version of the Thesis Proposal has been produced, the student distributes copies, along with the copies of the Thesis Proposal Assessment Criteria Form (Appendix 8), to the supervisor and each of the Supervisory Committee members. These will be reviewed prior to convening a Supervisory Committee meeting to discuss the proposal.

The supervisor assumes the responsibility for arranging this meeting and chairs the meeting during which the student responds to committee members' questions about the proposal. Where necessary the committee members make recommendations for specific revisions to the proposal. If the revisions are considered to be minor corrections or

modifications, the committee may approve the proposal without reconvening a meeting. If the revisions are considered major, then the proposal is revised by the student and redistributed to the committee members for a second review. A second meeting is convened for final approval of the proposal.

It is the responsibility of the Supervisory Committee Chair (the supervisor) to prepare a *Summary Report* of the Supervisory Committee's discussion that includes the specific recommendations made to the student. The Supervisory Committee Chair is also responsible for the completion of the Thesis Proposal Recommendation Form. Copies of the Summary Report and the completed Thesis Proposal Recommendation form are distributed to the student, the committee members, and the PhD Program Director. **It is the responsibility of the student to distribute to all committee members a copy of the final revised and approved copy of the Thesis Proposal.**

The Supervisory Committee is convened by the Chair (supervisor) to meet with the student to discuss the progress. **These meetings occur, at minimum, once each academic term.** The student provides progress reports to the committee members prior to the meeting and comes prepared to discuss progress and problems with the thesis research. The committee members provide consultation, suggestions, and specific recommendations for dealing with the problems.

The committee members assess drafts of chapters of the Thesis as they are prepared by the student. They provide feedback with regard to the quality of the document. **The Supervisory Committee Chair and the Committee members provide feedback on individual chapters of the Thesis within a 2-week time frame.**

The committee members evaluate the final draft of the Thesis and provide specific feedback to the student as to the revisions needed prior to the oral defense.

It is the responsibility of the Supervisory Committee Chair (supervisor) to write a Supervisory Committee Progress Report (Appendix 11) of each Supervisory Committee Meeting; to distribute copies of the report to the student and the committee members; and to place a copy of each report in the student's file.

Three of four supervisory committee members function as examiners at the Final Oral Examination of the Thesis.

FINANCIAL SUPPORT

FIFSW PhD Funding Package

FIFSW offers a minimum level of financial support for PhD students who are engaged in full-time studies during the first five years of study in the PhD program. This funding package is part of FIFSW's ongoing commitment to support students to be successful and is intended to offset the costs of graduate education. The value of the FIFSW minimum base funding package is equivalent **\$19,600*** after tuition and fees.

The funding package generally consists of a combination of University of Toronto and FIFSW awards and fellowships, funding from major/external awards (e.g., SSHRC, CIHR, OGS), and employment income in FIFSW (e.g., research and teaching assistantships). International students also receive funding for the University of Health Insurance Plan.

To maintain eligibility for the base funding package, students must be registered as a full-time student in good standing. Additionally, students must apply for major/external awards (e.g., SSHRC, CIHR, OGS) for which they are eligible. External awards are considered part of the financial support package however, additional “top-up” departmental funding for some awards is provided.

NOTES:

- All students are responsible for paying tuition and fees on their own through ACORN. Student who are in the funded cohort, may request a fee-deferral.
- Registered students who are beyond the funded cohort are eligible for research and teaching positions but are not eligible for the funding package. See SGS guidelines for final-year fees for doctoral students. https://www.sgs.utoronto.ca/future-students/graduate-fees/#section_14.
- You may request to register without payment (i.e., make a fee deferral) through [ACORN](#) if you have no outstanding fees from a previous session and are the recipient of one of the following, which exceeds the Minimum Payment to Register amount on your [ACORN](#) invoice: a) University of Toronto Fellowship b) Ontario Student Assistance Plan (OSAP) loan, other provincial government loan, or c) a USA government loan.

See below for more details on the funding package breakdown, terms, conditions, and the payment process.

A. Funding Package Breakdown for Students Pre- and Post-Candidacy

The composition between University of Toronto Fellowship (UTF) and employment opportunities (e.g., research assistantships) varies for students who are pre- and post-candidacy.

Year	UTF	+	Internal Sources	–	Tuition + Fees *	=	Total
1 to Cand.	\$18,250**	+	\$9,564	–	\$8,214	=	\$19,600
Cand. to 5	\$20,250**	+	\$7,564	–	\$8,214	=	\$19,600

*Based the Tuition and Fee schedule for 2023 – 2024

**International students will also receive funding to cover the University Health Insurance Plan

1. For students who have not received their candidacy by January 31, 2024:

Students who are pre-candidacy will receive a total of \$18,250 for their University of Toronto Fellowship, which is disbursed in two instalments over the fall and winter terms of the academic year. The remaining \$9,564 from the funding package will consist of a combination of employment income and other internal funding sources (e.g., teaching assistantships, research assistantships, or internal awards and bursaries).

2. For students who have received their candidacy by January 31, 2024:

Students who have achieved PhD candidacy by January 31st of the academic year, will receive a total of \$20,250 for their University of Toronto Fellowship. UTF, which is disbursed two instalments over the fall and winter terms of the academic year. The remaining \$7,564 from the funding package will consist of a combination of employment income and other internal funding sources (e.g., teaching assistantships, research assistantships, or internal awards and bursaries).

B. Top-up Funding for OGS & regular SSHRC Award Recipients

For students who receive an OGS or regular SSHRC award, the award amount is factored into your base funding, and you will receive top-up funding relative to your progress in the PhD program.

- Top-up of **\$6,750** will be provided to students who have **not** received their candidacy by January 31, 2023.
- Top-up of **\$8,250** will be provided to students who **have received** their candidacy by January 31, 2023.

- Students who hold a higher valued major external award, such as CGS-SSHRC, CIHR doctoral awards or the Vanier, are **not eligible** to receive top-up funding.
- Top-up funding only applies to students **in Years 1 to 5**.

C. Students who hold a higher valued major external award (e.g., CGS-SSHRC, CIHR doctoral awards, and Vanier award).

For students who receive a higher valued major external award (e.g., CGS, SSHRC, CIHR doctoral award, and Vanier award, the award amount is factored into your base funding. As the award value exceeds the Faculty's minimum funding commitment, students who receive one of the higher value major external awards, are not eligible for top-up funding.

Eligibility for the FIFSW Funding Package

1. To be eligible for the funding commitment, students are required to be engaged in full-time studies for the academic year so that they can pursue their education within the necessary time requirement and commit fully to their education. Full-time is defined as being registered as a full-time student each academic session.
2. Students are required to make satisfactory progress through the program as defined by the School of Graduate Studies (www.sgs.utoronto.ca). A PhD student by the end of August of the third year is expected to have completed all program requirements exclusive of the Thesis (i.e., course work, Comprehensive Exam Proposal, Comprehensive Exam and Thesis Proposal approved by their committee). The research, writing and oral examination of the Thesis should be completed by the end of the fifth year of the program. Students on file with the University Accessibility Services follow a specific plan that is appropriate. Students who are on a leave of absence (health, parental, or other) in Years One through Five are not eligible for funding during the time absent. The time to completion clock will stop for students who are on approved leave until they return to full-time study.

Note: If a student has a disability or medical condition impacting their timeline, they may register with Accessibility Services and speak to their assigned Advisor regarding an appropriate, specific plan to complete their program.

3. Students must demonstrate evidence of applying for major/external funding.
4. Starting from the second year, all PhD students are required to complete an annual progress report with their supervisors, typically due June 1st. The annual report documents the student's progress towards completing major milestones in the PhD program (e.g., coursework, comprehensive exam, thesis) which are required to maintain "good standing" in the program.

5. Students are required to apply for research assistantships and/or teaching positions and other internal funding opportunities that are advertised within the Faculty in order to maintain eligibility for internal sources offered by the Faculty as part of the minimum funding commitment. The minimum funding commitment from Internal sources will vary based on the student's candidacy status as follows:
 - FIFSW offers a minimum of \$9,564 from internal sources to students in the funded cohort who are pre-candidacy.
 - FIFSW offers a minimum of \$7,564 from internal sources to students in the funded cohort who are post-candidacy.

Students who are unable to secure the minimum value of their funding commitment from internal sources by the start of the winter term (e.g., typically the first week in January) should submit a request to the PhD Program Director by the end of January, so they can assist the student in identifying suitable internal sources of funding.

Students who do not apply for research assistantships, the Royal Bank Fellowship and/or internal funding opportunities for which they are eligible will receive UTF funding only and forfeit the remainder of the Faculty's minimum funding commitment.

PhD Program Declaration of Funding

In June of each academic year, students who enrolled in Years One through Five will be asked to submit a declaration of funding form. The declaration form will be sent by the FIFSW PhD Program. In this form the student should indicate sources of internal and external funding (OGS, SSHRC, and CIHR) they have applied for or have received for the upcoming academic session and declare that they are eligible for the funding package. Information from this form will be used to determine students' eligibility for the Base Graduate Funding Package in the following academic year.

FIFSW Internal Awards

FIFSW offers a number of internal scholarships/bursaries to full-time PhD students. A typical award value for PhD students ranges from \$1,000 to \$4,000.

The online application period typically takes place during the fall term. For a full list of internal scholarships and awards, go to: <https://awardexplorer.utoronto.ca/>. All internal awards and fellowships are considered part of the Faculty's funding commitment to PhD students.

Royal Bank of Canada Graduate Fellowships in Applied Social Work Research

Royal Bank Fellowships valued at \$10,000 (typically 5 awards per year) are available annually to PhD students as research internships in areas of faculty research. Information about application deadlines will be sent out to students in the summer through email. Students will have the opportunity to review faculty research project submissions and indicate/rank which projects best meet their research interests. Students submit their application to the PhD Program (phdprogram.fifsw@utoronto.ca).

NOTE: Two-thirds of these fellowship awards are specifically earmarked for students with financial needs. The rest are based on merit. Recipients of these awards will receive disbursements in two installments, with half disbursed in mid-September and half in early January.

FIFSW Conference Bursary

The FIFSW Conference Bursary provides support for FIFSW students presenting at academic conferences. Students can apply for this bursary prior to receiving confirmation that their conference submissions have been accepted.

The maximum bursary amount is \$500, as provided as a form of reimbursement after conference attendance. It is meant to offset the expenses to participate in the conference rather than to cover full expenses.

For more details on how to apply for the Conference Bursary, please go to the [“Financial Information”](#) link under Current Students on the FIFSW website.

SGS Conference and Research Travel Grant Links

The School of Graduate Studies (SGS) also offers grant opportunities for conference and research travel for PhD students. Please refer to the following links.

- **SGS Conference Grant:**
<https://www.sgs.utoronto.ca/awards/sgs-conference-grant/>
- **SGS Research Travel Grant:**
<https://www.sgs.utoronto.ca/awards/sgs-research-travel-grant/>

Doctoral Completion Award (DCA) – Year 6

The purpose of the DCA is to support full-time PhD students who are beyond the funded cohort but still within the time limit for completing their degree. Registered students will be required to pay tuition and fees if enrolled in Year 6 and continue to be eligible for research and teaching positions.

To be eligible, students must be in Year 6 of the PhD Program and be in good academic standing. The amount will vary from year to year based on the funding allocation and number of eligible students. Funding can begin in the first month of the first term in which the student enters year 6 of their PhD studies (e.g., September, for Fall term; January, for Winter term, May for Summer term). If the student completes all degree requirements before the end of year 6, they will only receive the award for the terms in which they are registered.

NOTE: As a reminder, students may also apply for OGS for the sixth year of the PhD Program.

FACULTY INITIATIVES

FIFSW offers the following faculty initiatives for PhD students to work with Faculty to develop research and teaching experience and skills.

Faculty Matching Program (FMP)

The FIFSW Faculty Matching Program (FMP) provides research assistantship funding for **PhD students** who do not have a major internal award (e.g., entrance scholarship) or external award (e.g., OGS, SSHRC), with priority given to first-year doctoral students.

Students will have the opportunity to gain research experience under the supervision of an FIFSW faculty member. As part of this program, students will receive up to \$10,000* as a research assistant and are expected to work approximately 240 hours (at a rate of \$30 per hour) from October 2023 to August 2024. The FMP is made possible through joint sponsorship of the PhD Program and research funding from the faculty member who serves as the student's supervisor.

NOTE: The FMP award amount will be adjusted in relation to the student's minimum funding package.

Eligibility

Doctoral students who do not have a major internal award (e.g., entrance scholarship) or external award (e.g., OGS, SSHRC) are eligible to apply. Students who are awarded an FMP will not be matched with an RBC Fellowship in the same academic year.

Selection Process

Faculty projects will be made available to doctoral students to review and rank according to their research interests. The Selection Committee, consisting of the PhD Director, Associate Dean Research, Research Services Officer, and Faculty Registrar, will identify potential faculty-student matches. Once potential matches are identified, we will notify both faculty members and students.

Faculty members **will have the opportunity to set up a face-to-face interview with the student(s)**. After reviewing the applications and interviewing the student(s), faculty members will provide their input to the Selection Committee. The committee will finalise the match based on faculty input and student preferences.

Students will have the opportunity to review faculty research project submissions and indicate/rank which projects best meet their research interests. Students who are matched are expected to work approximately 240 hours (based on \$30 per hour) from October 2023 to August 2024. Faculty members who are matched with a student are expected to pay 50% of the hourly pay via a monthly payroll deduction through their research funding. FIFSW will contribute the remaining 50% as a monthly stipend for the duration of the agreed upon period of work.

Teaching Opportunity Initiative (TOI)

The Teaching Opportunity Initiative (TOI) provides interested PhD students the opportunity to teach one 3-hour class in the MSW program with the support of a faculty member. This opportunity can take place at any point in the PhD program but is intended for students who have not had teaching opportunities at the Faculty. If desired, students will be able to make this request to more than one Faculty member.

The goal of this teaching opportunity is to contribute to the student's development as a social work educator through observing and offering educational experiences. The student should have expertise in the subject area of their chosen internship site. TOI provides an experiential component under the direction of a faculty member with professional expertise and teaching experience in the student's area of interest.

Eligibility

All registered PhD students are eligible.

Responsibilities of the Student

The student is expected to:

- Approach a faculty member teaching a course in an area of interest to the student and propose to teach one three-hour class during the term in which the course taught
- Review the syllabus and, with the Professor, identify the lecture that would be appropriate.
- Attend one or two classes of the course prior to the lecture.
- Present the plan for the lecture at least 1 week prior to the scheduled class
- Meet with the Professor after the class and discuss the lecture.

Responsibilities of the Faculty Member

The faculty member is expected to provide:

- Time to meet with the student to identify appropriate class.

- Observation of the student.
- Feedback upon completion of lecture.

Guidelines

Each student and faculty member will decide together how much preparation meeting time with the faculty member is required. It is suggested that there be 1 session for planning.

NOTE: This opportunity is optional and not-for-credit.

Expected Outcomes

Upon completion of the teaching opportunity, the PhD student should emerge with the following competencies:

- The awareness of how to prepare an educational activity including materials such as an outline for a class session, teaching notes, handouts, exercises, and cases.
- The awareness of how to deliver an educational activity such as a lecture, workshop, or tutorial in ways that enhance the students' learning and development as social workers.
- The ability to interpret and use feedback from participants (students) and observers (faculty members).

Teaching Apprenticeship Initiative (TAI)

The Teaching Apprenticeship Initiative (TAI) is a paid apprenticeship, which supports PhD students' development as social work educators through engaging in course preparation as well as observing and offering educational experiences. The apprenticeship provides students with an opportunity to gain valuable hands-on experience and develop competence in teaching a particular subject area in social work.

TAI is intended for doctoral students interested in teaching social work in higher education. It provides an experiential component under the direction of a faculty mentor with professional expertise and teaching experience in the student's area of interest.

Eligibility

Eligible students need to meet all the following criteria:

1. The PhD student must have an approved Comprehensive Exam. Priorities will be given to those who have achieved candidacy (i.e., the student's Thesis Proposal has been approved by the supervisory committee).

2. The PhD student is registered as a full-time student.
3. The PhD student has not been a course instructor (CI).

Students who have previously been a teaching apprentice are allowed to apply, although priority will be given to those who have never served as a teaching apprentice at FIFSW.

Guidelines

The PhD teaching apprentice will be matched with a course in the MSW program at the University of Toronto, or an undergraduate course taught by an FIFSW faculty member. The faculty member serves as the mentor for the apprentice. The mentor and apprentice meet prior to the beginning of the course and develop a learning plan. The typical learning plan **may** involve the following:

- The mentor engages the apprentice in course development.
- The mentor invites the apprentice to participate in faculty-level teaching-related activities, such as student advising sessions, discussion of course design, or curriculum development meetings.
- The apprentice observes the classes taught by the mentor. The apprentice learns to complete classroom observation notes designed to identify skills and concepts used in the class. The apprentice analyzes the observation notes with the mentor.
- The mentor and the apprentice review and discuss literature on teaching in the field of social work.
- The apprentice attends the workshops and/or the Teaching Fundamentals Certificate programs (<http://tatp.utoronto.ca/certificate-program/>) offered by the Centre for Teaching Support and Innovation (CTSI).
- The apprentice takes SWK6006H Theory & Practice of Teaching Social Work.
- The apprentice may prepare a lesson plan in consultation with the mentor and leads 1 to 2 course sessions (in part or in full). The mentor will provide feedback to the apprentice and review session evaluations with the apprentice.
- Towards the end of the apprenticeship, the teaching apprentice develops a teaching portfolio that includes at minimum a teaching philosophy and an analysis of the apprentice's teaching evaluations. The mentor will review the portfolio and provide feedback.

Application and Matching Processes and Procedures

The application and matching processes and procedures are detailed below:

1. Faculty Mentor Proposal

Invitation for proposals will be announced to faculty members two to three times per academic year, depending on the number of eligible students. Interested faculty members should submit the following to the Director of the PhD Program:

- a. Name of the proposed course and draft course outline. The course can be offered in Fall, Winter, or Summer semester.
- b. A preliminary learning and mentoring plan for the teaching apprentice.

2. Teaching Apprentice Application

The Director of the PhD Program will compile faculty mentor applications and distribute to eligible PhD students. Those students who would like to apply will submit the following to the Director of the PhD Program:

- a. A detailed Curriculum Vitae outlining education, professional experiences, research, publications, and other scholarly activities.
- b. A short statement (no more than one page) describing the areas of the student's teaching interest.
- c. A ranking of the Apprenticeship opportunities available based on the student's teaching interests.

3. Matching

The Director of the PhD Program will work with the Associate Dean, Academic, and the Administrative Coordinator, Admissions & Programs (ACA) to identify potential mentor-apprentice matches. The potential matches will be notified by the PhD Program Director. Faculty members will receive the applications of the potential match(es) and set up a face-to-face interview with the student(s). After the interview, the faculty members will provide their input to the Director of the PhD Program, who will finalize the matches based on faculty input and student preferences.

4. Finalized Learning and Mentoring Plan

The faculty mentor and teaching apprentice match will meet and finalize the learning and mentoring plan. Both the faculty mentor and the teaching apprentice are required to submit the completed and signed TAI Learning Plan (Appendix 13) to the PhD Program Director.

Expected Outcomes

Upon completion of the teaching apprenticeship, the PhD student should emerge with the following competencies:

- The knowledge and skills required to prepare a course from beginning to end.
- The ability to prepare a lesson plan about a particular substantive topic or area.
- The ability to deliver an educational activity such as a lecture, workshop, or tutorial in ways that enhance one's learning and development.
- The ability to interpret and use feedback from students and the mentor.
- The capacity to reflect on and develop one's teaching style and pedagogy.

TAI Financial Support

This is a paid apprenticeship but not a course. While the teaching apprentice will not receive a course credit, they will receive a \$3,500 stipend from FIFSW paid monthly. The stipend is considered as part of the faculty's financial commitment to Ph.D. students. Should any of the commitments from the student or supervisor change before the end of the academic term, the supervisor should advise the PhD program director and the funding may be adjusted or terminated.

ADDENDUM - COMPREHENSIVE PAPER

The Faculty changed the Comprehensive Paper requirement to a Comprehensive Exam for students who began their PhD study in September 2018. Students who began their studies prior to September 2018, were given the option to complete a Comprehensive Paper, under the guidelines listed below. Students who began their studies in the Fall of 2018 or after are required to following the guidelines for the Comprehensive Exam.

Overview

An examination of the Comprehensive Paper is required in order to evaluate the student's mastery of theory and research in a selected area of social work. The Comprehensive Paper is an independent endeavor; that is, the student selects the topic, conducts the literature research, and prepares the final paper independently. The Comprehensive Paper cannot be submitted for assessment until all course requirements have been completed. However, students typically begin the research on their selected research area immediately following admission to the program. It is expected that students will choose courses and develop course papers in their selected area of research. In researching the literature for course assignments, students will select topics that are in the general area of their research interests and which subsequently will be reflected in the proposal for their Comprehensive Paper.

During the Fall session of the second year, the student begins to initiate the formulation of a Comprehensive Paper Proposal in consultation with the supervisor and another FIFSW Faculty member (second reader), who typically will become a second member of the student's supervisory committee. According to this framework, the student should submit the Comprehensive Paper Proposal by the Winter or Summer session of the second year of the program. Following approval of the Comprehensive Paper Proposal by the supervisor, the student is required to work independently to complete the Comprehensive Paper and should submit the paper in the Summer session of the second year, and/or Fall session of the third year. It is strongly recommended that students submit their Comprehensive Paper by November of the third year in order to have sufficient time to develop and complete their Thesis Proposal. The supervisor and the second reader function as examiners of the Comprehensive Paper. When approved, the student proceeds with work on the Thesis Proposal.

Purpose

The Comprehensive Paper requires the student to develop a critical capacity in research and writing which is fundamental to scholarship. In selecting a topic, the student chooses an issue, policy, or problem area in the social welfare field which will contribute to the critical assessment of theory and research and which will form the underpinnings of the research question to be addressed in the Thesis. In other words, the literature research

conducted for the Comprehensive Paper advances the preliminary work necessary for formulating the Thesis question.

The goal of this major analytic and conceptual paper is to assess the student's ability in the following areas:

1. The logical development and presentation of the salient aspects of the topic selected
2. The selection and use of relevant literature from a variety of areas of knowledge
3. The critical analysis and synthesis of relevant theories
4. The critical analysis and synthesis of relevant research studies
5. The development of an extended, revised, or new theoretical model/framework of understanding the selected topic. This would emanate from the critical analysis of the theoretical and research literatures on the mentioned topic.

Role of Supervision During Preparation of Comprehensive Paper

The Comprehensive Paper constitutes an independent piece of work where the student is responsible for developing the proposal and writing the paper. However, the student is encouraged to discuss the overall plan for the paper with the supervisor and the second reader. It is expected that these consultations will assist the student in developing a focus for the analysis of the identified issue, policy, or problem that the student wishes to study. The student discusses general ideas with the supervisor. Drafts of the Comprehensive Proposal may be discussed with the supervisor prior to approval of the final copy of the proposal. However, drafts of the Comprehensive Paper are not to be formally reviewed by the supervisor or the second reader. This is especially important since the supervisor and the second reader are faculty members with the responsibility for assessing and making recommendations about the merits of the Comprehensive Paper. However, it is recognized that writing a comprehensive paper over several months can be an isolating experience. In order to ensure that this does not impede a student's progress, supervisors and students may meet for the purpose of monitoring the latter's progress.

Comprehensive Paper Proposal

Following the selection of a topic area and a preliminary review of the pertinent literature, the student develops a proposal for the Comprehensive Paper. Its purpose is to require the student to develop a focus for addressing the critical analysis of relevant research materials. The format for the Comprehensive Paper follows:

Comprehensive Paper Outline

1. **Introduction:** Provide a clear statement of the issue, policy, or problem area that you plan to examine. Provide a brief overview of the selected topic. State your rationale for pursuing this topic of interest.
2. **Study Focus:** Provide a concise summary of the theoretical framework within which the issue, policy, or problem will be examined. Include the specific dimensions, parameters, or factors that will be included in your critical analysis of the literature.
3. **Analyses of Theoretical Perspectives:** Provide a summary of the main theoretical perspectives that you plan to review. Provide a rationale for choosing these perspectives. Indicate what will be excluded from your critical analysis of theoretical perspectives and why.
4. **Analyses of the Research Literature:** Provide a summary of the main research studies that relate to your chosen topic of interest. Provide a rationale for the research studies that will be included in your analyses. Indicate which areas of the research literature will be excluded and why.
5. **Discussion and Conclusions:** Indicate briefly the theoretical model or framework that will result from the critical analyses of the theoretical and research literatures. Summarize your planned approach to the discussion and conclusions which will validate your theoretical model/framework.

The Comprehensive Paper Proposal **may not exceed 10 pages**, typed double-spaced, excluding the references.

Evaluation of the Comprehensive Paper Proposal

The proposal is submitted to the supervisor for approval. The supervisor examines the merits of the proposal and either approves it as presented or asks the student to rethink and revise some aspects of the paper. It usually takes about 2 weeks for the supervisor to provide feedback on the Comprehensive Paper Proposal. While not required, the student is recommended to submit the proposal to the second reader for feedback and comments before the student provides the final copy to the supervisor.

Once the student revises the proposal and provides a final copy to the supervisor, the supervisor will send an email to the student, PhD Program Director, and Administrative Coordinator, Admissions and Programs (ACA) indicating approval of the Comprehensive Paper Proposal. The student is asked to submit a copy of the Comprehensive Paper Proposal to the ACA. FIFSW doctoral students and faculty can sign out a copy of the proposals previously written and approved. They are available through the ACA.

Preparation of the Comprehensive Paper

The Comprehensive Paper is due within 4 months of the approval of the Comprehensive Paper Proposal. The student develops the Comprehensive Paper according to the outline developed in the Comprehensive Paper Proposal. A logical ordering of the reviewed literature follows the introduction of the study topic. The synthesis of both theoretical and research perspectives of the problem is presented in a coherent, concise fashion. The relevance of the developed arguments for advancing knowledge in the field of social welfare and the social work profession must be made evident throughout the paper. In the discussion section of the paper the student articulates a theoretical model or framework which is validated from the critical analyses of the literature. The concluding summary provides direction for future study of the problem area.

NOTE: The Comprehensive Paper **may not exceed 70 pages** (excluding references), typed double-spaced. The paper should be carefully edited prior to submission. The student may engage an editor for this purpose.

The title page **must include** the following statement:

“This Comprehensive Paper is an independent piece of work submitted in partial fulfillment of the requirements to be met prior to formal approval of a doctoral proposal for a doctoral thesis in social work.”

Two copies of the Comprehensive Paper are to be submitted to the Administrative Coordinator, Admissions and Programs (ACA), Angela Umbrello. These will be distributed to the supervisor and the second reader. The two examiners will independently assess the merits of the paper. The student must verify with the two readers if they are willing to accept an e-copy. If yes, the student needs to forward the e-copy to the ACA (angela.umbrello@utoronto.ca) and indicate who the two readers are. If no, submit two copies of the Comprehensive Paper directly to the ACA, 2nd Floor General Office with a note indicating the name of the second reader. The ACA will distribute the Comprehensive Paper to the two members and assign a 4-week deadline for receipt of the Comprehensive Assessment. The second reader will be added to your Supervisory Committee.

The PhD Program Director will be notified by Angela Umbrello that the Comprehensive Paper has been submitted.

Assessment of the Comprehensive Paper

As mentioned earlier, the Comprehensive Paper is assessed by the student’s supervisor and a second faculty member. The second assessor is selected by the supervisor in consultation with the student. The second assessor needs to be a Continuing Member of the School of Graduate Studies of the University of Toronto and is selected on the basis of the knowledge of the student’s area of substantive and research interest. Also, since the second assessor is

often invited to be a member of the student's Supervisory Committee, the assessment of the Comprehensive Paper provides an introduction to the background for the thesis research.

The ACA distributes the Comprehensive Paper to the two examiners who are required to write an assessment report following specific guidelines. The assessors are asked to complete their reports within a period of 3 weeks and submit them to the ACA.

The form for the Assessment of the Comprehensive Paper (Appendix 6) is distributed with each copy of the Comprehensive Paper.

If the paper is approved (Without Changes; Minor Revisions; Major Revisions), the ACA notifies the student, examiners, and PhD Program Director by email that the Comprehensive Paper requirement has been satisfied. Copies of the assessment reports are attached to the email message. If Approved with Minor Revisions or Major Revisions, the email will advise the student to discuss corrections with the Supervisor and when all changes are completed and approved by the supervisor, to submit a final bound copy to the ACA. Following the initial notification of the approval status, students who receive "Approved with Minor Revisions" are required to submit the final copy within 3 weeks, and those who receive "Approved with Major Revisions" are required to submit the final copy within 8 weeks. The supervisor is required to send an email message confirming all changes have been approved.

If the Comprehensive Paper is not approved by both assessors and is judged to require substantial revisions, the student is notified in writing by the PhD Program Director. The assessors' reports are included with the letter. The student is advised to consult with the supervisor to discuss the assessors' reports. The student is then given the opportunity to revise the paper for resubmission. The paper must be resubmitted within a period of 4 months following the initial notification that the paper was not approved. The same assessors review the paper a second time. If the paper is approved, the PhD Program Director notifies the student in writing that the Comprehensive Paper requirement has been satisfied. If one or both assessors do not recommend approval, the student may not proceed to the thesis and is notified in writing by the PhD Program Director.

Following notification that the Comprehensive Paper requirement has been satisfied, the student submits to the ACA one bound copy of the final Comprehensive Paper. This copy is catalogued and is subsequently available for reference purposes, and can be signed out by FIFSW doctoral students and faculty. A student who fails to receive unconditional approval of the Comprehensive Paper following the above assessment options will not be permitted to proceed to the thesis.

APPENDICES

NOTE: The following appendices are for reference only. Please refer to the FIFSW Website or School of Graduate Studies Website for the most up to date copies of the following website.

School of Graduate Studies – Link to student forms and letters of request.

- <https://www.sgs.utoronto.ca/current-students/student-forms-letter-requests/>

Factor-Inwentash Faculty of Social Work – Link to PhD Forms

- <https://socialwork.utoronto.ca/current-students/forms/>

Appendix 1 – Transfer Credit and/or Course Exemption



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

Transfer Credit and/or Course Exemption

Transfer credit(s) and/or course exemption(s) are normally applied for upon admission (refer to the [SGS Calendar](#), General Regulations).

Accompanying Documentation

An official transcript must be sent directly from the issuing institution to the graduate unit. A copy of the official transcript is required along with this form for SGS approval. For transfer credit, the graduate unit will verify that the course(s) has not been used for credit towards another qualification.

Transfer Credit

Transfer credit will be limited to one full course (1.0 FCE) or 25% of the program course requirements, whichever is greater. Transfer credit may be granted for graduate work completed in another program, provided that the course(s) has not been credited towards another degree, diploma, certificate, or any other qualification. Approval of both the graduate unit and the School of Graduate Studies is required.

Transfer Credit From Approved Exchange Program

Students participating in an approved exchange program may receive transfer credit for up to 50% of the course requirements for their degree. They may also complete language requirements while on the exchange. Transfer credit arrangements for exchange program participants must be recommended by the graduate unit and approved in advance by the School of Graduate Studies. To initiate this process, students must complete the [Course Pre-Authorization](#) (PDF) form.

Course Exemption

With the approval of the graduate unit and the School of Graduate Studies, a student may be exempt from a specific course requirement permitting the substitution of another course to meet degree requirements. **Note: overall course credit requirements for the degree are not reduced.**

Section 1: Student Information (to be completed by the student).

Last Name:	First Name(s):	Student Number:
Degree:		Graduate Unit:
U of T Email:		

Section 2: Course Information (to be completed by the student and graduate unit).

Identify Whether Requesting Transfer Credit or Course Exemption	Course Number(s)	Credit Weight(s) (half/full)	Issuing Institution	Session(s)	Grade(s)
Transfer Credit(s)					

Appendix 2 – Add/Drop Course(s)



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

Add/Drop Course(s)

A student wishing to add or drop course(s) **before** the SGS deadline may use the [Student Web Service](#) (ACORN) or consult with the [graduate unit](#) offering the course. If **after** the SGS deadline, you must complete this form and submit to your graduate unit for SGS approval. Check the [SGS Calendar](#) for deadlines to add and/or drop courses.

Section 1: Student Information (To be completed by the student).

Last Name:	First Name(s):	Student Number:
Degree:		Session:
Graduate Unit:	Full-time Part-time	U of T Email:

Section 1.a: I apply to ADD the following courses/activities to my current program.

Course Number	Course/Activity Title	Required (Y/N)	Session Code	Meeting Section

Section 1.b: I apply to DROP the following courses/activities from my current program.

Course Number	Course/Activity Title	Required (Y/N)	Session Code	Meeting Section

Check here if you are requesting an appeal for a final grade of 'withdrawn without academic penalty' (WDR). WDR is assigned by SGS upon approval of a student's petition to the graduate unit for late withdrawal from a course for compelling extenuating circumstances. To initiate the process, a student must submit a letter of rationale with supporting documentation (e.g. medical certificate) to the graduate unit offering the course who will consider the appeal and if approved will forward the appeal to SGS for review. A WDR carries no credit for the course and is not considered for averaging purposes.

Check here if you are dropping all your courses, a [Program Withdrawal](#) form must be completed and attached with this form for SGS approval.

Section 2: Signatures (To be completed by the student and the graduate unit and, if applicable, the host graduate unit).

Student's Signature:		Date:
Instructor's Signature:	Graduate Unit:	Date:
Supervisor's Signature (if applicable):		Date:
Chair/Graduate Coordinator's Signature:		Date:
Host Instructor's Signature: (Inter-graduate unit add/drop courses)	Graduate Unit:	Date:
Host Chair/Graduate Coordinator's Signature: (Inter-graduate unit add/drop courses)		Date:
Courses added on ROSI by host Graduate Administrator: Yes (Inter-graduate unit add courses before the SGS deadline)		Date:

Section 3: Vice-Dean, Students, School of Graduate Studies Approval.

Request to Add/Drop Course(s):	Approved	Denied
Vice-Dean's Signature, School of Graduate Studies:	Date:	

Freedom of Information and Protection of Privacy Act: www.acorn.utoronto.ca/acorn/fippa/

06/2021

Appendix 3 – Request for Reading and/or Research Course



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

Request for Reading and/or Research Course

Sections 1, 2, and 3 of this form are to be completed by both the student and instructor.

Section 1: Student Information

Name:		Student Number:	
Degree:	Graduate Unit:	U of T Email:	

Section 2: Course Information

Course Number:	Course Title:
Graduate Unit Where Course Offered:	
Course Description:	
Session Course Offered:	Instructor Name:

Section 3: Information Required In Support of Request

Work Required for Course	Weight in Total Grade	Date Due

Indicate arrangement/frequency of meetings between instructor and student:

Reason for Requesting Reading Course (check one):

Lack of other courses. Special interest related to research or field projects.

Regular course is full. Other (specify):

List any Reading and/or Research course(s) previously taken in the same degree program:

Student's Signature: _____ Date: _____

Instructor's Signature: _____ Graduate Unit: _____ Date: _____

Section 4: Chair/Director/Graduate Coordinator Approval

*I approve this Reading and/or Research Course.		
Home Chair/Coordinator*: (sign and print name)	Graduate Unit:	Date:
Other Graduate Unit Chair/Coordinator*: (sign and print name)	Graduate Unit:	Date:
ROSI Updated (note, when checked, course add/drop form is not required). Graduate Administrator's Initials:		Yes, Course Added on ROSI

Freedom of Information and Protection of Privacy Act: www.rosi.utoronto.ca/fippa.php

09/2011

Appendix 4 -Ontario Visiting Graduate Student Agreement



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

Ontario Visiting Graduate Student Agreement

The Ontario Visiting Graduate Student Agreement (OVGS) permits a registered student in good academic standing to take a limited number of degree program course requirements at an Ontario university without completing further admission formalities.

Graduate course(s) taken through OVGS are subject to the regulations and deadlines of the host institution. These course(s) must be requirements of the U of T degree program, and must not be available at U of T. Normally graduate students should not participate in OVGS in their final year unless the official grade will be received by the SGS final grade and degree recommendation submission deadlines (refer to the [SGS Calendar](#)). The graduate student pays tuition fees at U of T as per normal and is classified as a non-degree student at the host university. No tuition fees will be assessed by the host institution; however, applicable incidental fees will be charged.

Upon successful completion of the course(s), it is the student's responsibility to arrange that a transcript be sent directly to the Student Academic Services Office, School of Graduate Studies, U of T. Transfer credit will be limited to one full course (1.0 FCE) of the program course requirements. A minimum grade equivalent to the U of T grade of B- must be obtained at the host university in order for a course to be considered for graduate transfer credit.

Section 1: Student Information (to be completed by the student).

Last Name:		First Name(s):		U of T Student Number:		
Gender:		Degree:		U of T Graduate Unit:		
U of T Email:		Telephone:		Date of Birth (DD-MMM-YY):		
Legal Status in Canada:			Country of Citizenship:			
Current Mailing Address:						
*I hereby request permission to take the following graduate course(s) required for my degree program at the host university. I have attached the relevant graduate course outline(s) or the calendar entry from the host university.						
Host University:				Host Graduate Unit:		
For the Period Beginning (YY-MM):				For the Period Ending (YY-MM):		
Course Number	Title	Credit Value (host university)		Session(s)		
		Half	Full	Fall	Winter	Summer
Student's Signature*:				Date:		

Note: If a student wishes to withdraw, it is their responsibility to immediately notify the graduate school of the host university and the School of Graduate Studies, U of T by completing and submitting the [Visiting Graduate Student Notification of Course\(s\) Withdrawal form](#).

Student Information

Last Name:	First Name(s):	U of T Student Number:

Section 2: Chair/Director/Graduate Coordinator/Graduate Dean Home and Host University Approval:

In approving this transfer, the Home Graduate Unit certifies that:

- The student cannot take the course(s) at U of T during their degree program.
- The student is enrolled in a graduate degree program.
- The course is a requirement for the degree.

On signing approval, the Host Graduate School:

- Photocopies and sends the form to the Student Academic Services Office, School of Graduate Studies, U of T. Each Graduate Office sends copies to its own Graduate Unit Chair, Registrar and Accounts Office.
- After the student has enrolled, and after the session enrolment report date, the Host University Accounts Office is requested to send an invoice to the Student Academic Services Office, School of Graduate Studies, U of T.

Approval Signatures (in sequence):

U of T Home Chair/Coordinator Signature (sign and print name):	Date:
U of T Vice-Dean, Students of SGS Signature (sign and print name):	Date:
Host University Chair/Coordinator Signature (sign and print name):	Date:
Host University Graduate Dean's Signature (sign and print name):	Date:

Freedom of Information and Protection of Privacy Act: <https://www.utoronto.ca/privacy>

10/2021

Appendix 5 – PhD Program Annual Progress Report (2022-2023)

NOTE: The 2023-2024 Annual Report form will be updated in Spring 2024.



FIFSW PhD Program Annual Progress Report 2022-2023

Introduction:

All PhD students who have completed their first year of the PhD Program are required by SGS and the FIFSW to complete an annual progress report. This report documents the student's progress based on the milestones outlined in the [FIFSW Ph.D. Manual](#). Students are also asked to document progress towards completing the core requirements of the doctoral program in order maintain "good" academic standing.

Students should complete the following sections of the report with their supervisor, based on their year of study:

- **Students in Year 1: Complete only Sections I, II, III and IX.** Students in Year 1 should work with their supervisor, to complete this report. Students should contact Rupaleem Bhuyan, PhD Program Director, if they have any questions or have not identified a supervisor before the June 2, 2023 deadline.
- **Students in Year 2 and above:** Complete the entire annual progress report with your supervisor (Sections I to IX)

Please submit the completed form as a **PDF** to Constance Chan (phdprogram.fifsw@utoronto.ca) by **June 2, 2023**.

The annual progress report includes eight sections:

- I. Student and supervisor identifying information
- II. Record of disruptions to academic or research progress
- III. Student's report on coursework completion
- IV. Student's report on academic standing
- V. Student's report on other activities
- VI. Supervisor's comment on student progress
- VII. Student and supervisor joint section on the student's academic plan 2023-2024
- VIII. FIFSW Ph.D. Program Director's comments
- IX. Signatures

Both the student and the supervisor need to sign the report. The signed report is sent to the FIFSW Ph.D. Director for her/his signature. He or she will indicate what measures have been or will be taken to redress any missed milestones if needed. The student and supervisor are to retain copies of the report and a copy of the annual report .

I. Student and Supervisor Identifying Information (Year 1 and Above)

Name of student: _____	Name of supervisor: _____
Date entered the program (mm/year): _____	Length of supervising student: _____ years _____ months

Permission to continue to register in the program depends on a satisfactory report.

Please Note: According to SGS, students must have their thesis proposal approved by August 31 in the third year of the program. If a student fails to achieve candidacy at the end of the third year:

- the supervisor and student must notify the Ph.D. Director as soon as possible that the deadline will be missed.
- a detailed plan must be attached to this report with specific dates for delivery of outstanding milestones. an official SGS extension form must be completed and signed by your supervisor and the FIFSW Ph.D. Director. This documentation will be used by SGS to determine whether the student will be allowed to continue in the program.

<http://www.sgs.utoronto.ca/Documents/Extension+to+Achieve+Candidacy.pdf>

II. Record of Disruptions to Academic or Research Progress (Year 1 and Above)

***Please indicate any disruptions which took place during the 2022-2023 academic year** (see the SGS website for more information <https://www.sgs.utoronto.ca/resources-supports/research-resiliency/>)

Issue	Disruption identified (Y/N)	Details of Disruption	Mitigation Strategy
Inability to do field research due to travel advisories			
Lack of access to necessary materials, including archives or libraries			
Changes in professional and personal interests			
Supervisory issues and changes			
Need for more skill development			
Personal life circumstances			
Other			

Supervisor's comments (use space as required):

Student’s comments (use space as required):

III. Student’s Report on Coursework Completion (Year 1 and Above)

Coursework Report:
Have you finished all required courses?
☐ Yes ☐ No

If "NO", please complete the following table regarding coursework progress:

Courses	Completed (inc. date)	Pending Completion (incl. date)	Not Completed
SWK4506 (PreReq)			
SWK6301			
SWK6302			
SWK7000			
SWK6307			
SWK6308			
SWK8000			
Elective 1:			
Elective 2:			
Elective 3:			
Elective 4:			
Elective 5:			

***** Students in Year 1 should proceed to complete Section VIII. *****

***** Students in Year 2 and above should proceed to complete Sections III to VIII. *****

IV. Student's Report on Academic Standing (Year 2 and Above ONLY)

Please complete a summary of your progress in completing the program's milestones (i.e. Coursework, Comprehensive Paper Proposal, Comprehensive Paper, Thesis Proposal, Progress on thesis papers or chapters). Your timelines must reflect those defined in the PhD manual. Any failure to do so must be explained and a new deadline proposed.

***Ph.D. candidates:** If you have achieved candidacy, please provide a list of the dates of your thesis committee meetings for the 2022/23 year and attach the minutes of the meetings to this report. In order to maintain good academic standing, minutes of all thesis committee meetings must be given to Angela Umbrello for your student file.

Student's report (use space as required):

V. Student's Report on Other Activities (Year 2 and Above ONLY)

The student provides a list of other academic related activities (e.g. RAships, conference presentations, papers, awards, TAs, CIs) carried out during the academic year (September 2022 to August 2023).

Student's report (use space as required):

VI. Supervisor's Comments (Year 2 and Above ONLY)

The supervisor provides feedback regarding the student's progress on the student's academic standing and other activities over the past year.

Supervisor's comments (use space as required):

- 1) How often have you met with the student during the past academic year?

- 2) What is your general assessment of the student's progress during the past year?

- 3) Is the student in good academic standing? ____ Yes ____ No

Version April 2023

VII. Student and Supervisor Joint Section – Student’s Academic Plan 2023-2024 (Year 2 and Above ONLY)

The student and supervisor jointly discuss and develop an academic plan for the next academic year. The plan can include a schedule in completing the student’s program milestones (i.e. Coursework, Comprehensive Paper Proposal, Comprehensive Paper, Thesis Proposal, Progress on thesis papers or chapters) and other activities for the 2023/2024 academic year. Please use space as required.

Version April 2023

VIII. FIFSW Ph.D. Program Director's Comments (Year 2 and Above ONLY)

IX. Signatures (Year 1 and Above)

Student signature: _____ Date: _____

Supervisor signature: _____ Date: _____

Ph.D. Director signature: _____ Date: _____

Version April 2023

Appendix 6 – Comprehensive Exam Supervisor and Second Reader Form

COMPREHENSIVE EXAM (SWK8000H) SUPERVISOR & SECOND READER MEMBERSHIP FORM

Please print the following information clearly, and submit this completed form along with your SGS Add/Drop Form for the Comprehensive Exam (SWK8000H).

Student Name: _____

Comprehensive Exam (SWK8000H) Session: ☐ Winter Session of Year 2 ☐ Summer Session of Year 2

**Note that you are allowed to choose only one academic session above.*

Names of Supervisor and Second Reader

Supervisor: _____

Second Reader: _____

Date: _____

Appendix 7 – Comprehensive Exam Assessment Form

ASSESSMENT OF COMPREHENSIVE EXAM FORM

Name of Student:

Title of Paper:

Name of Assessor:

In writing the assessment of the Comprehensive Paper, the assessor is asked to comment on each of the following criteria:

1. The logical development and presentation of the salient aspects of the topic selected
 2. The selection and use of relevant theoretical literature from a variety of knowledge areas and/or disciplines
 3. The critical assessment of related research literature.
 4. The analysis and synthesis of conceptual material
 5. The articulation of a theoretical model, theoretical framework, or conceptual model which integrates the salient issues identified through the critical analysis of the literature
 6. Quality and organization of writing
 7. Reference to social work literature
-

Indicate below one recommendation

1. **APPROVED**

- a) Without changes
- b) With minor corrections (3 weeks to submit the revisions)
- c) With minor modifications (8 weeks to submit the revisions)

OR

2. **NOT APPROVED**

The Comprehensive paper is judged to require substantial revisions. The student is advised to consult with the supervisor and then to revise the document for resubmission. A deadline of up to a maximum of four months, from the date of notification of the decision not to approve the paper, will be established for the purpose of resubmission.

A student who fails to receive unconditional approval of the paper after this attempt will not be permitted to proceed to a dissertation.

Date: _____ Assessor Signature: _____

Append this form to Assessment Report

Appendix 8 – Thesis Proposal Assessment Form

THESIS PROPOSAL ASSESSMENT CRITERIA

Name of Student _____

Title of Thesis Proposal _____

The following criteria are to be considered by the Supervisory Committee members in adjudicating the merits of the student's Thesis Proposal.

1. To what extent is the research question focused and researchable?
2. To what extent has a coherent and relevant theoretical model been developed in support of the research question?
3. To what extent are the design and methods appropriate and clearly articulated?
 - a) Are the sampling strategies and other sources of information well thought out and appropriate (the term 'sampling' is used in its broadest context and refers to sources of information (human, archival, library etc.)?)
 - b) Are the information-collecting strategies clearly stated, including psychometric properties where appropriate?
 - c) Are the planned analyses of the collected information clearly outlined and appropriate?
4. Is the proposal work plan feasible?

Appendix 9 – Supervisory Committee Membership Form

University of Toronto
Factor-Inwentash Faculty of Social Work

SUPERVISORY COMMITTEE MEMBERSHIP FORM

Student Name: _____

Thesis Title: _____

Supervisory Committee Members

Supervisor/Chair: _____

Committee Members : _____

Appendix 10 – Thesis Proposal Progress Report

THESIS PROPOSAL RECOMMENDATION FORM

Name of Student: _____

Title of Thesis Proposal: _____

Format of the Thesis: Traditional ☐ Three-paper ☐

Recommendation made:

1. Approved

a) Without changes ☐

b) With minor corrections* ☐

c) With minor modifications* ☐

**Students who receive "Approved with Minor Corrections" are required to submit the final copy within one month, and those who receive "Approved with Minor Modifications" are required to submit the final copy within three months.*

2. Not Approved ☐

The 'not approved' designation is given when a proposal needs to be substantially changed. In this instance, the supervisor's **Summary Report** of the Supervisory Committee's review of the proposal will specify the changes that need to be made. A date for reconvening the Supervisory Committee to discuss the revised proposal is established in collaboration with the student and the committee, and is recorded in the Summary Report.

Name and Signature of each Supervisory Committee Member:

Supervisor: _____

Committee Member: _____

Committee Member: _____

Committee Member (if applicable): _____

Date: _____

Note: When completed, this form is appended to the supervisor's **Summary Report** of the Supervisory Committee's review of the Thesis Proposal. Copies of both are sent to the student, each committee member, and the Ph.D. Program Director.

Version August 2017

Appendix 11 – Supervisory Committee Progress Report

**Factor-Inwentash Faculty of Social Work
University of Toronto**

PROGRESS REPORT

SUPERVISORY COMMITTEE MEETING

Date: _____

Student: _____

Supervisor: _____

Committee Members: _____

Time Interval Since Last Meeting: _____

1. Describe progress made since last meeting.

2. Record recommendations made to the student.

3. Record specific tasks student expects to complete prior to next committee meeting.

4. Record approximate date for next committee meeting _____

Appendix 12 – Guidelines for Review of Doctoral Dissertation

The following guidelines were developed to promote better quality research by providing a framework for the review of dissertation proposals and the overall quality of the final dissertation. They can also be used by students and faculty to assess their level of competence in research and by programs to assess the coverage and adequacy of their doctoral curriculum. We have included quality criteria for quantitative, qualitative and multi-method studies. It is an evolving set of guidelines and not a precise instrument. Its intent is to promote dialogue between students and supervisors and lead to overall improvement in the quality of doctoral research.

Beside each of the statements listed below, please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD). If the item is not applicable, mark NA. It is expected that individual and overall ratings will trigger further discussion.

I. Topic

A. <u>Significance of Research</u>	SA	A	U	D	SD	NA
1. Topic is related to a body of knowledge recognized as broadly relevant to social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Topic is significant and will advance knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Topic is relevant to professional, practice or policy needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <u>Scope</u>						
4. The scope of the study is manageable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Scholarship

A. <u>Literature Review</u>	SA	A	U	D	SD	NA
5. The pertinent literature, conceptual and research, has been reviewed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If there is limited literature on the problem, the writer has reviewed studies closest to the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	U	D	SD	NA
7. The candidate demonstrates a mastery of the literature in the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The hypotheses or questions flow clearly from the problem statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <u>Theory</u>						
9. An epistemological position is stated and expanded upon if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. A theoretical framework or perspective is articulated (or developed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Competing theories are identified and a rationale offered for the choice of the selected theory or why a new theory is being developed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The strengths and weaknesses of the selected theory are identified (a critique using relevant literature).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The selected theory is appropriate to the research question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Integration of theory & data is evident in the discussion & conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <u>Originality</u>						
15. The study provides in the definition of the problem, the epistemological and/or theoretical perspective, the methodology employed, or the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

mode of interpretation, some contribution that is different from work previously done and that distinctly is the product of the candidate's own thinking.

III. Research Design

A. <u>Research Question</u>	SA	A	U	D	SD	NA
16. Research questions are derived from the review of the literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The rationale and assumptions that underlie the study questions are made explicit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The research question(s) are clearly stated and sub-questions articulated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <u>Design</u>						
19. Design of the study is appropriate to the research question(s) asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Methods of data collection are made explicit & justified as to their appropriateness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The use of multiple methods matches the purpose for combining the method types.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Operational definitions are given for all important terms and concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The strengths and limitations of the study are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. The variables being investigated in the research are clearly specified.	SA	A	U	D	SD	NA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. If independent variables are to be manipulated, this has been clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Confounding variables are indicated and the method of control is well described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. In replicative studies, special attention is given to maintaining equivalent conditions for all critical variables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. If applicable, control or comparison groups are used appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Issues related to internal validity/credibility and reliability/dependability have been addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Population & Sample

30. The population (people, text, files) from which the sample was drawn, the method of sampling and the rationale for the sampling method are clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The rationale for sample size (including a power analysis, if appropriate) is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The sampling plan is consistent with the statistical model used for analysis of the data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	U	D	SD	NA
33. Procedures to enhance response rates are specified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Attrition rate is discussed and handled appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Data Collection

35. Methods of data collection are clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Methods of data collection are appropriate to the population including relevance to gender, ethnicity and other diversities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. If appropriate, psychometric information (reliability, validity) have been cited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. If appropriate, a pretest/pilot test has been conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Procedures and instruments for the collection of data are clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Data Analysis & Discussion

40. Analyses are consistent with the questions, design, sample and data collected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. If assumptions of a statistical model are violated, protective measures are indicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. The interpretation of the results is consistent with the raw data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. In qualitative analyses, interpretive steps are explicitly identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. In multi-method studies, the interpretation of data addresses the shared or divergent biases of the methods.	SA	A	U	D	SD	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. The interpretation and analysis is complete, conformable, and meaningful in context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Contradictory findings are discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Alternative interpretations are provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Whenever relevant, validation by the participants (member validation) has either been conducted, or discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Analysis of the generalizability/transferability of the findings is explicit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. The conclusions reached in the study are defensible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Directions for future research are identified and discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Ethics

52. The research goals are consistent with social work principles of working toward improving the situation individuals and/or groups in society.	SA	A	U	D	SD	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. If the study involves human participants, the risks and benefits of participation are clearly identified and understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	U	D	SD	NA
54. It is clear that the benefits outweigh the risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. If the study involves human participants, threats to free and informed consent are adequately addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. The researcher has made adequate provisions to ensure confidentiality of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. The researcher has made provisions to share the information with study participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. The research has appropriate ethics clearance from the university and other collaborating organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. The power differential between the researcher and participants has been addressed in the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. It has been made clear who owns the data and where it will be stored and for how long.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Presentation

A. <u>Organization</u>	SA	A	U	D	SD	NA
61. Study has a logical, easily understandable sequence from initial statement of the problem to the appendices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Major topics are separated under appropriately devised subheadings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	U	D	SD	NA
63. Format is tailored to meet demands of the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <u>Clarity</u>						
64. Copies of relevant materials such as test instruments, interview schedules, directions to subjects, criteria for selection of experts, and pilot test data are appended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Given the level of detail contained in the study, any appropriately trained researcher could carry out the study with results not differing substantially from those that would be obtained by the author.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <u>Technical Adequacy</u>						
66. The study is well edited with adequate attention to grammar, sentence structure, spelling, non-sexist language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Includes appropriate study data, tables, figures, charts and appendices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Citations are consistently provided and are accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 13 – Teaching Apprenticeship Learning Plan

PhD Teaching Apprenticeship Initiative (TAI) Learning and Mentor Plan

Factor-Inwentash Faculty of Social Work University of Toronto

STUDENT INFORMATION

Student Name:	Year in the PhD Program (as of September):
Teaching Apprenticeship Course:	
Faculty Mentor:	
Please indicate the academic session in which you are doing your teaching apprenticeship:	

TEACHING APPRENTICESHIP INITIATIVE: LEARNING AND MENTORING PLAN

TAI is designed for PhD students to develop and enhance the following competencies:

- The knowledge and skills required to prepare a course from beginning to end.
- The ability to prepare a lesson plan about a particular substantive topic or area.
- The ability to deliver an educational activity such as a lecture, workshop, or tutorial in ways that enhance one's learning and development.
- The ability to interpret and use feedback from students and the mentor.
- The capacity to reflect on and develop one's teaching style and pedagogy.

In the space below, please list the learning and mentoring plan:

Learning Objectives and Competencies (use extra page if needed)

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