

The University of Texas at Austin School of Social Work

Specialization Area Seminar
Doctoral Comprehensive Examination Course

Course number:	SW395S	Instructor:	Diana DiNitto
Unique number:	61455	Office Number:	SSW 3.130B
Semester:	Spring 2021	Office Phone:	Will provide cell number
Meeting time	Tue 11:30-2:30	E mail:	ddinitto@mail.utexas.edu
Meeting place:	Zoom	Office Hours:	At mutually convenient times

I. Course Description

The purpose of the comprehensive exam is to demonstrate knowledge of the substantive issues, key research questions, theory, empirical evidence, and implications related to a specific area of interest to the student. As such, the exam is an extension of the work that students have conducted during the previous year and a half in the doctoral program. The knowledge gained and summarized for papers from coursework may be useful in defining the scope and content of this exam.

The comprehensive exam is a collaborative process between the student and her/his comprehensive exam committee chair and participation by two other social work faculty members. The paper is meant to assist in building a solid foundation for an extended body of academic work. The topic must be broad enough to give the student a firm foundation in an area of study that can sustain a long-term research agenda, i.e., the comprehensive exam is not intended to be background merely for a single research project such as the dissertation. It aims to include the background and knowledge base of a larger area of focus that will provide the context for the student's dissertation. On the other hand, the topic cannot be so broad that it loses meaning as an identifiable body of work.

The course is a seminar designed to provide on-going support and feedback concerning the process of developing the area of focus and the various components of the comprehensive exam paper. It has been designed to maximize progress on the paper. Unlike other courses in the doctoral sequence, this course focuses more on the process of developing this document than on the mastery of content from lectures and readings. As such, the writing assignments that are to be completed should support the objectives of the comprehensive paper. It is the responsibility of the student to complete the various sections leading to the final document and the various writing assignments are meant to facilitate this process.

II. Course Objectives

By the beginning of this course, each student should have identified the chair of her/his comprehensive examination and identify two additional social work faculty members to serve on the exam committee. The chair should agree to provide guidance during this course and throughout the process. By the end of the class, students are expected to develop a first-draft of the comprehensive exam paper that is complete with all areas in the paper outline.

III. Methods of Instruction

This course focuses on the development of an individual comprehensive exam paper. The course includes a series of meetings conducted in seminar format and a series of individual consultative meetings. The course emphasizes development of students' independent thinking and writing, and students will present and discuss their work during seminar sessions. In addition to brief presentations the course instructor may

make, guest speakers may be invited to address particular topics the class identifies as beneficial to the development of their papers. The bulk of the course reading will be on the student's topic area and focus of her/his paper. Students should consider readings that present diverse perspectives on their topic. This may include work from various disciplines and authors who bring critical perspectives to discussion of and research on the topic. The selection of readings will be directed by the student and the comprehensive exam committee chair and others they may wish to consult. The course instructor has also suggested reading on topics of general interest to the class focused on conducting literature reviews and the writing process. The seminar and individual meetings provide opportunities to think further about synthesizing and critiquing the literature, ask questions, seek guidance, and receive feedback.

The course instructor will provide feedback on and critiques of each student's work (in addition to any feedback/critiques the comprehensive exam committee chair and/or committee members wish to provide during the semester). A buddy or partner system will also be used, i.e., each class member will be paired with a classmate who will read their partner's work and provide peer support and helpful comments.

The student's comprehensive exam committee chair is invited to participate in the individual meetings as time permits to facilitate timely progress on the paper and ensure that the student, course instructor, and chair are working in concert in the process of developing the paper. If the regular class meeting time is not convenient for individual meetings, a mutually agreeable time will be identified.

IV. Required and Suggested Reading

A few required readings are noted on the course schedule, but reading will focus largely on the comprehensive exam paper topic selected. The texts listed below are suggested as ones that may be helpful in conducting the literature review and in synthesis, writing, and critical thinking processes. Since students' needs may differ, students may select from among these readings that are useful to their particular needs.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. This is the referencing style generally used by social workers and the one adopted for most work in the Steve Hicks School of Social Work. Other style manuals are available should students wish to consult them.

Chronicle of Higher Education. (2014). *Why Academic Writing Stinks and How to Fix It* by Steven Pinker. This is the lead article of a packet of five articles. The packet is available at the course Canvas site under Modules, Course Readings.

Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2019). *Handbook of research synthesis and meta-analysis* (3rd ed.). New York: Russell Sage Foundation. This edited volume contains considerable information specific to meta-analysis (e.g., analyzing effect sizes), but some chapters are particularly relevant to the comprehensive exam paper (e.g., research synthesis, searching databases, making judgments about study quality). The second edition is available electronically at the UT Libraries website.

Galvan, J. L., Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York: Routledge. This is a basic, practical guide. Section IX of this syllabus (Class Schedule) refers to chapters in this book should students wish to consult them.

Rudestan, K. E., & Newton, R. R. (2015). *Surviving your dissertation* (4th ed.). Los Angeles: SAGE. There are many books on writing the dissertation and the dissertation process. This book also contains information helpful in writing the comprehensive exam paper such as conducting literature reviews, understanding research studies, etc. It may also help you start thinking ahead to the dissertation.

Strunk, W., Jr., & White, E. B. (2013). *The elements of style* (4th ed.). Boston: Pearson. This classic, relatively brief volume focuses on language usage, rules of grammar, and punctuation.

Williams, J. M., & Bizup, J. (2016). *Style: Lessons in clarity and grace* (12th ed.). Boston: Pearson. This book is designed to help improve writing.

V. Policies Specific to this Course

Professional conduct: Your attendance, attention, and participation are expected for all class sessions. Participation includes completing all required work prior to each class session and engaging in class discussions and exercises. Lively class discussion is encouraged, and respectful communication is also critical to the learning environment. Please give the class your full attention; turn off cell phone ringers and refrain from text messaging and other non-class activities, and keep your camera on when your situation allows. Students are also expected to observe professional codes of conduct with regard to confidentiality, language, dress, and other matters and exercise good judgment during classes and, should the need arise, while working with other individuals, agencies, organizations, and entities on assignments for this course.

Attendance: Arriving late and/or leaving early are considered class absences unless due to illness, an (unforeseen) emergency, or observance of a religious holy day (attending weddings and family reunions or work conflicts are generally not cause for an excused absence). Generally, missing two or more classes will result in a grade of No Credit for the course or the need to withdraw from the course regardless of circumstances.

Submitting assignments:

- All work should be word-processed (typewritten) and usually double-spaced in 12-point font and with reasonable margins.
- Assignment due dates are noted in the course calendar. You may email your assignments to the instructor unless you prefer to post them on Canvas. Except in the case of serious illness or an emergency, assignments are expected to be submitted on time.
- The current edition of the *Publication Manual of the American Psychological Association* (APA) is the style manual to be used unless you and your comprehensive exam committee chair have agreed on another style.
- Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (of 5 to 39 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due credit to others will result in an "F" for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such (see next item).

Scholastic Dishonesty: Scholastic dishonesty in any of its forms may result in a report to the Associate Dean for Doctoral Education, Executive Associate Dean for Academic Affairs, and/or Dean of the Steve Hicks School of Social Work as well as the UT Austin Student Judicial Services. Students may receive an "F" for the course and other sanctions in accordance with UT Austin policies, including dismissal from the university. Also see information on UT policies on academic integrity at <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

Course modifications: Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Other course communications may also be done via e-mail (also see UT's policy on e-mail in section VI below).

Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence. We will periodically take time to review the course format and make modifications that the instructor and students deem necessary to facilitate progress on preparing the comprehensive exam paper.

Canvas: The Canvas course website will be used for some class functions such as posting the course syllabus and some readings.

VI. University/School of Social Work Policies

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented

on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, Instagram) and other forms of electronic communication (e.g., blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII. Course Requirements and Grading

The class readings, writing, exercises, and discussions are designed to facilitate continuous development of the comprehensive exam paper. The course instructor will provide feedback on content (to the extent possible), writing style, and other elements of the paper (e.g., conformity of the drafts to the purpose and outline of the work) that is intended to be helpful in preparing the comprehensive exam paper. The course instructor assigns a grade (Credit/No Credit) for this course, but the student's comprehensive exam committee chair and committee members determine whether the work meets the comprehensive examination paper requirements.

The course assignments and due dates are provided immediately below and are also noted on the course schedule. The outline or structure of each student's comprehensive exam paper may differ somewhat, but these assignments are intended to reflect the material generally included in the comps paper.

Assignment Schedule

Date due	Assignment
Week 1, Jan. 25	One or two slides or a document that contains a one-paragraph description of your comprehensive exam (comp) paper topic, purpose, and importance as they currently stand and a (tentative) paper title to share with the class
Week 2, Feb. 1	Ten-page initial draft of first section(s) of comp paper (e.g., introduction, background, importance of topic) or write free form on any aspect of your topic
Week 3, Feb. 8	Outline of your comp paper, including the number of pages you tentatively plan to devote to each section; review, compare, contrast, and be prepared to discuss two successfully defended comp papers (no written report required).
Week 4, Feb. 15	A table(s) summarizing the conceptual literature relevant to your comp paper including literature that reflects diverse and inclusive perspectives on the topic
Week 5, Feb. 22	An approximately 10-minute discussion of concepts, theories, models, and conceptual frameworks underlying your paper based on your work thus far
Week 6, Mar. 1	Draft of section on concepts, theories, models, and conceptual frameworks underlying your comp paper
Week 7, Mar. 8	A table(s) summarizing the empirical studies/literature relevant to your comp paper and an approximately 10-minute discussion of these empirical studies/findings, including studies that reflect diverse and inclusive perspectives on the topic with regard to theoretical/conceptual frameworks, sampling, and other aspects of study design
Week 8, Mar. 15	Spring break
Week 9, Mar. 22	Draft of section on empirical studies/findings relevant to your comp paper based on your work to date
Week 10, Mar. 29	An approximately 10-minute verbal summary of your critique of the conceptual and empirical literature relevant to your comp paper based on your work to date that reflects consideration of conceptual and methodological issues and attention to culture, race/ethnicity, gender, sexual diversity, national origin, religion, ability, and/or other aspects of diversity
Week 11, Apr. 5	Draft of critique of conceptual and empirical literature relevant to your comp paper
Week 12, Apr. 12	Draft of section on implications for research, policy, and social work education and practice that reflects diverse and inclusive perspectives and an approximately 10-minute discussion of this section
Week 13, Apr. 19	Draft of entire comp paper

Week 14, Apr. 26	An approximately 10-minute verbal summary of comp paper and comments on comp paper process
Week 15, May 3	Revised draft of comp paper

This course is offered on a CREDIT/NO CREDIT basis. Receiving CREDIT means that the student has met all the requirements of written assignments, presentations, attendance, feedback to class partner, and participation in class discussions and exercises in a timely fashion and at the level of depth the comprehensive exam course requires. NO CREDIT means failure to meet one or more of these requirements. Appendix A contains a rubric that can be used as a general guide for assessing the extent to which each component of the paper meets requirements.

VIII. Course Evaluation

In addition to the official Course Instructor Survey that all students will be asked to complete at the end of the term, the instructor will request feedback from students at various points during the term. Students' input is welcomed throughout the term to improve the course.

IX. Course Schedule

Date	Topics	Assignments
Week 1 Jan. 25	<p>Review of course</p> <p>Students' presentations of their comprehensive exam paper topic, importance, and purpose and current status and future plans</p> <p>Follow up to conducting literature reviews</p> <p>Preparation for compiling material, developing annotations and tables of relevant literature (conceptual and empirical articles, books, reports), and other resources</p> <p>What does it take to write (a lot)?</p> <p>Questions and concerns</p> <p>12:45-1:30: Presentation and Q&A by Ms. Elle Covington, Liaison Librarian for Social Work</p>	<p>Review course syllabus available at Canvas course site under Modules, Syllabus.</p> <p>Review comprehensive exam requirements as described in the PhD Handbook online.</p> <p>Develop a presentation (1 or 2 slides or a document) that includes a one paragraph description of your comprehensive exam paper topic, its importance, and purpose, and a tentative title for the paper.</p> <p>Review the guide for our course developed by Social Work Liaison Librarian Elle Covington at https://guides.lib.utexas.edu/sw395s</p> <p>Read Bentley, K. J., Mancini, M., Jacob, A., & McLeod, D. A. (2019). Teaching social work research through the lens of social justice, human rights, and diversity. <i>Journal of Social Work Education</i>, 55(3), 433-448. Available at Canvas course site under Modules, Course Readings.</p> <p>Read Toor, R. (2014, November 17). The habits of highly productive writers. <i>The Chronicle of Higher Education</i>. Available at Canvas course site under Modules, Course Readings.</p> <p>Read materials specific to your comprehensive exam paper and, for example, Galvan & Galvan:</p>

		Preface; Part 1: Managing the Literature Search: Chapter 1, Writing Reviews of Academic Literature: An Overview; Chapter 2, How to Navigate the Electronic Resources in Your University's Library; Chapter 3, Selecting a Topic for Your Review; Chapter 4, Organizing Yourself to Begin the Selection of Relevant Titles
Week 2 Feb. 1	Individual meeting with course instructor and comprehensive exam committee chair should be available and wish to participate (hereafter referred to as "individual meeting")	<p>Prior to this meeting, provide the course instructor, committee chair, and your partner a draft of 10 pages (or more) of the first section(s) of your comprehensive exam paper (e.g., introduction, background, importance of topic) or 10 pages of free form writing on your topic.</p> <p>Read materials specific to your comprehensive exam paper and, for example, Galvan & Galvan: Part II: Analyzing the Relevant Literature: Chapter 5, Conducting a Deep Analysis of the Articles</p>
Week 3 Feb. 8	<p>Discussion of the outline for your comprehensive exam paper and progress with literature review, compiling material, developing annotations and tables of relevant literature (conceptual and empirical articles, books, reports), and other resources</p> <p>Discussion of successfully defended comprehensive exam papers</p> <p>Preparation for organizing and writing materials on concepts, theories, models, and conceptual frameworks relevant to your comprehensive exam paper</p> <p>11:30-12:15: Reflections from students in previous cohorts on the process of developing their comprehensive exam paper</p>	<p>Be prepared to share with the class the tentative outline of your comprehensive exam paper, including the number of pages you plan to devote to each section.</p> <p>Review two successfully defended comprehensive exam papers and be prepared to discuss them in class (e.g., describe and compare and contrast them with regard to their structure, strengths, etc.).</p> <p>Read materials specific to your comprehensive exam paper and, for example, Galvan & Galvan: Part II: Chapter 6, Analyzing Quantitative Research Literature; Chapter 7, Analyzing Qualitative Research Literature; Chapter 8: Organizing Your Notes by Grouping the Results of Your Analysis</p>
Week 4 Feb. 15	Individual meetings	<p>Prior to this meeting, provide the course instructor, committee chair, and your partner a table(s) summarizing the conceptual literature you have been reviewing, including diverse/inclusive perspectives.</p> <p>Read materials specific to your paper and, for example, Galvan & Galvan, Part III: Writing the First Draft of Your Literature Review: Chapter 9, Synthesizing Trends and Patterns: Preparing to Write; Chapter 10, Guidelines for Writing a First Draft; Chapter 11, Guidelines for Developing a</p>

		Coherent Essay, Appendix B: Sample Literature Reviews
Week 5 Feb. 22	<p>Discussion of concepts, theories, models, and conceptual frameworks relevant to your comprehensive exam paper</p> <p>Preparation for writing materials on empirical studies/findings relevant to your comprehensive exam paper</p> <p>12:45-1:30: Dr. Sandy Magaña: Addressing racial and ethnic diversity in the comps paper</p>	<p>Be prepared to spend 10 minutes discussing the concepts, theories, models, and conceptual frameworks underlying your comprehensive exam paper.</p> <p>If you wish, listen to How to Crush Writer's Block, Two Guys on Your Head https://www.kut.org/post/how-crush-writers-block</p> <p>Read Bonilla-Silva, E., & Zuberi, T. (2008). Toward a definition of white logic and white methods. In Zuberi, T., & Bonilla-Silva, E. (Eds.). (2008). <i>White logic, white methods: Racism and methodology</i> (pp. 3-27). Lanham, MD: Rowman & Littlefield. Available electronically at UT Libraries and Google Books.</p> <p>Read Williams, D. R., Lawrence, J. A., & Davis, B. A. (2019). Racism and health: Evidence and needed research. <i>Annual Review of Public Health, 40</i>, 105-125. Available at Canvas course site under Modules, Course Readings.</p> <p>Read materials specific to your paper</p>
Week 6 Mar. 1	Individual meetings	<p>Prior to this meeting, provide the course instructor, committee chair, and your partner a draft of materials that reviews the concepts, theories, models, and conceptual frameworks relevant to your comprehensive exam paper based on the table(s) submitted in Week 4 and any work done since then.</p> <p>Readings specific to your comprehensive exam paper</p>
Week 7 Mar. 8	<p>Discussion of empirical studies/findings relevant to your comprehensive exam paper</p> <p>Preparation for writing critique of conceptual literature and research studies relevant to your comprehensive exam paper</p>	<p>Prior to this meeting, provide the course instructor, committee chair, and your partner a table(s) summarizing the empirical studies/literature relevant to your comp paper and be prepared to provide an approximately 10-minute discussion of these empirical studies/findings, including studies that reflect diverse and inclusive perspectives on the topic with regard to theoretical/conceptual frameworks, sampling, and other aspects of study design</p> <p>Read materials specific to your comprehensive exam paper and, for example, Galvan & Galvan, Part IV: Chapter 12, Guidelines for Editing Your Essay and Incorporating Feedback</p>

Week 8 Mar. 15	Spring break	
Week 9 Mar. 22	Individual meetings	<p>Prior to this meeting, provide to the course instructor, committee chair, and your partner a draft of the section of your comp paper discussing empirical findings relevant to your comprehensive exam paper based on the table(s) submitted in Week 7 and any work done since then.</p> <p>Read materials specific to your comprehensive exam paper and, for example, Galvan & Galvan, Part IV: Editing and Preparing the Final Draft of Your Review, Chapter 13, Preparing a Reference List</p>
Week 10 Mar. 29	<p>Discussion of critique of conceptual literature and research studies relevant to your comprehensive exam paper</p> <p>Preparation for writing section on implications for research, policy, and social work education and practice</p>	<p>Be prepared to spend 10 minutes discussing your critique of the conceptual and empirical literature relevant to your comprehensive exam paper.</p> <p>Readings specific to your comprehensive exam paper</p>
Week 11 Apr. 5	Individual meetings	<p>Prior to this meeting, provide the course instructor, committee chair, and your partner a draft of your critique of the conceptual literature and research studies relevant to your comprehensive exam paper.</p> <p>Read materials specific to your comprehensive exam paper and, for example, Galvan, Chapter 14, Comprehensive Self-editing Checklist for Refining the Final Draft</p>
Week 12 Apr. 12	<p>Discussion of section on implications for research, policy, and social work education and practice relevant to your comprehensive exam paper</p> <p>Discussion of comprehensive exam defense procedures/format</p> <p>11:30-12:15: Reflections from students who have successfully defended their comp paper</p>	<p>Prior to this class, provide the course instructor, committee chair, and your partner a draft of the implications section of your comprehensive exam paper, and be prepared to spend approximately 10 minutes discussing it.</p>

Week 13 Apr. 19	Individual meetings	Prior to this meeting, provide a complete draft of your comprehensive exam paper to the course instructor and your committee chair.
Week 14 Apr. 26	Final presentations of comprehensive exam papers and comments on the process Course instructor survey Celebration of students' accomplishments (comprehensive exam committee chairs invited)	Be prepared to spend approximately 10 minutes summarizing the content of your comprehensive exam paper, comment on the process of developing your paper, and provide any feedback on the course you wish.
Week 15 May 3	Individual meetings	Prior to this meeting, submit a revised draft of your comprehensive exam paper to the course instructor and your committee chair. Assess overall progress on comp paper and next steps.

Appendix A: Rubric for assessing sections of the comprehensive exam paper

	Excellent/good	Poor	Failure
Outline	Contains all major relevant topics	Fails to include some relevant topics	Fails to include all/almost all relevant topics
Abstract	Fully summarizes major points of the paper	Fails to include some major points of the paper	Fails to include all/almost all major points of the paper
Introduction (subject, importance, and purpose)	Fully explicates the topic, importance, and purpose of the paper, including their relevance for diverse populations	Fails to explicate either the topic, importance, or purpose of the paper, including their relevance for diverse populations	Fails to explicate the topic, importance, and purpose of the paper, including their relevance for diverse populations
Section(s) describing concepts, models, theories, and theoretical frameworks	Fully describes the concepts, models, theories, and theoretical frameworks relevant to the paper and in relation to diverse populations	Fails to fully describe some of the concepts, models, theories, and theoretical frameworks relevant to the paper and in relation to diverse populations	Fails to fully describe most of the concepts, models, theories, and theoretical frameworks relevant to the paper and in relation to diverse populations
Conceptual lit table(s)	Includes all the relevant conceptual literature and its components identified as necessary for the paper, including those for diverse populations	Fails to fully include some of the conceptual literature and its components identified as necessary for the paper, including those for diverse populations	Fails to fully include most of the conceptual literature and its components identified as necessary for the paper, including those for diverse populations
Section(s) describing empirical literature	Fully describes the empirical literature identified as necessary for the paper, including literature relevant for diverse populations	Fails to fully describe some of the empirical literature identified as necessary for the paper, including literature relevant for diverse populations	Fails to fully describe most of the empirical literature identified as necessary for the paper, including literature relevant for diverse populations
Empirical lit table(s)	Includes all relevant empirical literature and its components identified as necessary for the paper, including the literature on diverse populations	Fails to fully include some of the relevant conceptual literature and its components identified as necessary for the paper, including literature on diverse populations	Fails to include most of the relevant conceptual literature and its components identified as necessary for the paper, including literature on diverse populations
Section(s) on critique of conceptual and empirical lit	Provides a complete critique of the conceptual and empirical literature on the topic, including its relevance for diverse populations	Fails to include some points necessary for a complete critique of the conceptual and empirical literature on the topic, including its relevance for diverse populations	Fails to include many or most points necessary for a complete critique of the conceptual and empirical literature on the topic, including its relevance for diverse populations
Section(s) on implications for research, policy, and social work education and practice	Fully covers the literature's implications for research, policy, and social work education and practice, including their relevance for diverse populations	Fails to include some of the literature's implications for research, policy, and/or social work education and practice, including their relevance for diverse populations	Fails to include many or most of the literature's implications for research, policy, and social work education and practice, including their relevance for diverse populations

Quality of writing	Adheres to the elements of good writing style (grammatical structure, use of active voice, organization, clarity, etc.) to a high degree, including person-first language and language inclusive of diverse populations	Fails to adhere to some of the elements of good writing style (grammatical structure, use of active voice, organization, clarity, etc.), including person-first language and language inclusive of diverse populations	Fails to adhere to many or most of the elements of good writing style (grammatical structure, use of active voice, organization, clarity, etc.), including person-first language and language inclusive of diverse populations
Referencing style	Contains all relevant references and adheres to APA style	Missing some references and/or fails to adhere to some points of APA style	Missing many references and/or fails to adhere to many or most points of APA style