Program Name (no acronyms): Social Work	Department:
Degree or Certificate Level: PhD	College/School: School of Social Work
Date (Month/Year): October 2023	

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Plea full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

In this assessment cycle the main learning outcomes that were narrowed down to and focused on include:

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What process was used to evaluate the artifacts

meet requirements and to discuss strengths and possible areas of opportunities for the program. Productivity meetings involving the director of the PhD program and all PhD students are held throughout the year.

We maintain a dynamic Google document known as our Productivity Document, which tracks the status of articles and grant work, including whether they are published, under review, or in progress, as well as conference presentations. This tool facilitates suggestions for enhancing productivity. Data are shared with the doctoral committee and the Director of the School of Social Work. Faculty members receive updates on doctoral student progress during monthly faculty assemblies. A significant portion of the faculty serves as primary and secondary mentors for PhD students.

How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Date:

Name of student_____

	Unacceptable	Acceptable	Good	Excellent

Each committee member completes his/her own worksheet either during the exam or immediately following. At-large members do not need to complete this worksheet but are encouraged to make notes for questions/comments.

	Unacceptable	Acceptable	Good	Excellent
1 Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.				
2 Demonstrate comprehensive knowledge of a specific area of research in your discipline.				
3 Use and interpret basic and inferential statistics.				
4 Evidence scholarly and/or professional integrity in the field of study. Apply codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data.				

- Committee Members may change their initial votes throughout the process. Members are encouraged to make notes throughout the presentation and QA session.
- After the exam, this worksheet will be given to the mentor as a tool to help address problems or deficiencies in the project.

_____ A student receives one or more "Unacceptable" in categories 1-7 from two or more members of the committee.

- For example, if committee member A felt category 4 was unacceptable and committee member B felt category 6 was unacceptable, then the student should fail the exam.

Step 1: After the presentation is completed, the mentor conducts at least two formal rounds of questions from the committee members, and then permits follow-up questions and additional inquiries until the committee is finished. The mentor will invite questions from the audience. *It is very important that the student demonstrates his/her command of the topic by answering the questions and not relying on the committee members for assistance.*

Step 2: After questions have concluded, the mentor will close the public portion of the examination. Other students, faculty, and guests are excused. If needed, the committee, including at-large members, will meet with the student privately to go over additional questions not suitable for the public forum.

Step 3: The mentor will excuse the student when all questions have concluded in the private portion.

Step 4: The committee, including at-large members, will meet in private to discuss the examination. The student's dissertation committee (not at-large members) then vote and based on these votes the mentor will complete the results form and make sure that it is returned to the Doctoral Program Coordinator who will forward it to Graduate Education. The committee should

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PUBLISHED

Carbone, J. T.,   Issa, M., & Watkins, M. A. (2022). Associations between allostatic load and post-traumatic stress disorder: A scoping review. *Health & Social Work, 47*(2), 132-142.

           , Kremer, K. P.,   , Kondis, J., & Vaughn, M. G. (2022). Emergency department admissions for physical child abuse: Evidence from the 2007-2016 Nationwide Emergency Department Sample. *Journal of Interpersonal Violence, 37*, 15-16.

           Brandt-Lubart, K., & Maynard, B. R. (2022). Perspectives on coping with traumatic stress and substance use among Seeking Safety group participants: A photovoice study. *British Journal of Social Work.*

           Murphy, A. M., Stewart, M., *Sasaki, N., & *Klier, M. (2022). Promoting Recovery among Older Adults with Serious Mental Illness. *Social Work, 67*(2), 184-190.

           Srivastava Presad, S., Vaughn, M. G., Salas-Wright, C., Hai, A. H., & Qian, Z. (2022). Binge drinking in early adulthood: A machine learning approach. *Addictive Behaviors*, *124*, 107122.

           Vaughn, M. G., Srivastava, S. P., Alsolami, A., & Salas-Wright, C. P. (2022). Correlates of cannabis use disorder in the United States: A comparison of logistic regression, classification trees, and random forests. *Journal of Psychiatric Research*, *151*, 590-597

           , Vaughn, M. G., Loux, T. M., Mancini, M. A., Fearn, N. E., & Wallace, C. L. (2022). Prevalence and correlates of antisocial personality disorder in older adults. *Aging & Mental Health, 26,* 169-178.

Morse, G.,   Murphy, A., & Stewart, M. (2022). Happiness, well-being, and recovery: Experiences of adults receiving psychiatric rehabilitation services. *Psychiatric Rehabilitation Journal*. https://doi.org/10.1037/prj0000521

Nishith, P., Huang, J., Morse, G. A.,   Murphy, A., & Mueser, K. T. (2022). A test of self-medication hypothesis for drug use in homeless persons: the role of severe mental illness. *Journal of Social Distress and Homelessness*, 1-8.

           ,   , Vaughn, M. G., Kelton, K. (2022). Gender differences in prescription medications among transitioning justice-involved individuals. *Journal of Correctional Health Care, 28*, 198-202.

Vaughn, M. G., Sattler, L., &   (2022). Juvenile Offenders. In C. Garofalo & J. J. Sijtsema (Eds.), *Clinical forensic psychology: Development, psychopathology, and treatment* (pp. 377-395). London, UK: Palgrave Macmillan (Springer Nature).

IN PROGRESS

Bello-Kottenstette, J.,   & Conte, M.A. (2022) Prevalence and predictors of MAT among reproductive-aged women

           & Murugan, V. Theorizing Reproductive Coercion as a form of Intimate Partner Violence (IPV) in Low to Middle Income Countries (LMICs).

           & Murugan, V. Intimate Partner Violence during the COVID-19 Pandemic: A Review of Current Responses and Challenges

CONFERENCE PRESENTATIONS

- Bello-Kottenstette, J.,   & Conte, M.A. (2022) *Prevalence and predictors of MAT among reproductive-aged women.* 2022 American Society of Addiction Medicine Annual Conference

- Bello-Kottenstette, J., & Conte, M.A. (2022) *Prevalence and predictors of MAT among reproductive-aged women.* 13th National Harm Reduction Conference (submitted)
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