Doctor of Philosophy (PhD) in Human Services with a specialization in Social and Community Services
Doctor of Philosophy (PhD) in **Human Services**
with a specialization in **Social and Community Services**

The doctoral Social and Community Services specialization is designed for individuals who have a master’s degree in sociology, social work, or a related field. Learners may be licensed clinical social workers or licensed professional counselors who wish to teach, pursue advanced research, administer programs, or supervise clinicians. This specialization provides advanced study of contemporary issues impacting social work and community services as well as preparation to assume leadership roles as social change agents at community, state, and national levels. Successful graduates of this specialization are prepared to teach, engage in research, and provide consultation services within the field. This specialization is not designed to meet licensure requirements for the social work professions.

This specialization is part of Capella University’s broad portfolio of public service leadership offerings. Capella features a multidisciplinary approach to public service education that brings together faculty and learners from public administration, public safety, and health care, professions that often must work together to address complex public sector challenges. Learners benefit because they gain an in-depth understanding of their specialized professions in the context of the larger public service environment.

This guide is intended to provide an overview of the specialization and is subject to change. Your enrollment counselor can provide updates, details, and Capella’s official University Catalog that specifies your program requirements.
Career Information

RELATED EMPLOYMENT SETTINGS TO EXPLORE

**Aging/gerontology**
- Area agency on aging
- Hospital or medical center
- Mental health center
- Senior center

**Child welfare/children’s services**
- Adoption/foster care agency
- Child day care
- County health department
- Department of social service
- Early intervention program
- Head start center
- Private child welfare organization
- Public child welfare organization
- Therapeutic school/camp

**Employment/occupational social services**
- Business
- Clinic
- Corporation
- Employee assistance program
- Group home
- Department of juvenile justice
- Health maintenance organization
- Hospice program
- Hospital
- Labor union
- Nursing home
- Organizational development department
- Department of criminal justice

**Mental health/clinical social services**
- Community mental health center
- Employee assistance program
- Family service agency
- Managed mental health program
- Day treatment program
- Psychiatric hospital
- Residential treatment center
- Substance abuse treatment center

**Community organization**
- Advocacy organization
- Community action agency
- Development corporation
- Neighborhood community center
- Domestic violence shelter
- Educational center
- Homeless shelter

**International social work**
- International aid organization
- Relief organization
- International human rights agency
- Refugee relief agency

**Management/administration**
- Employee assistance program
- Family service agency
- Government—local, state, federal
- Health
- Probation department
- Social service agency

**Policy and planning**
- Advocacy organization
- Government—local, state, federal
- Public interest group
- Voluntary health and welfare council

RELATED JOB TITLES TO EXPLORE*

- Social worker
- School social worker
- Case manager/worker
- Supervisor
- Program manager
- Administrator
- Full-time faculty
- Adjunct or part-time faculty
- Advisor
- Director
- Executive director
- Educational counselor
- Community worker
- Educational coordinator

SPECIALIZATION OUTCOMES

- Advance the professional ethics in the social and community services profession
- Communicate professionally through writing and effective group interactions
- Conduct valid, reliable, and ethical research in the social and community services discipline
- Critically evaluate theories and practices of the social and community services profession
- Embrace and value the need for diversity in the decision-making process
- Evaluate social phenomena in the social and community services profession
- Think and write critically in the social and community services profession
- Evaluate behavior, codes of conduct, and standards of practice in the social and community services profession

*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.

†Some positions require licensure and/or other designations. We encourage you to research requirements for your job target and career goals.
Curriculum

- 20 required courses
- 9 elective courses
- Total program credits: 120 quarter credits

RESIDENCY REQUIREMENTS

Three six-week courses with a four-day embedded residency experience (DRS-R8930, DRS-R8931, DRS-R8932).

- DRS-R8930 PhD Research Seminar Track 1 .................................................. non-credit
- DRS-R8931* PhD Research Seminar Track 2 .................................................. non-credit
- DRS-R8932* PhD Research Seminar Track 3 .................................................. non-credit

CORE COURSES

- PSL8002 Collaboration, Communication, and Case Analysis for Doctoral Learners ..................... 4 quarter credits
- HS8300 Diversity in the Workplace .............................................................. 4 quarter credits
- HS8415 Advanced Professional Scientific Ethics ............................................ 4 quarter credits
- PSL8106 Epistemology of Practice Knowledge .............................................. 4 quarter credits
- PSL7860* Survey of Research Methods ...................................................... 4 quarter credits
- PSL7864* Quantitative Design and Analysis ................................................ 4 quarter credits
- PSL7868* Qualitative Design and Analysis .................................................. 4 quarter credits
- PSL8124* Advanced Study in Research Methods in Public Service .............. 4 quarter credits

SPECIALIZATION COURSES

- HS8103 Principles and Practice of Social Work ............................................. 4 quarter credits
- HS8413 Social Influences of Behavior .......................................................... 4 quarter credits
- HS8453 Prevention and Causes of Child Abuse ............................................ 4 quarter credits
- HS8476 Methods of Family Research .......................................................... 4 quarter credits
- HS8478 The Family in Social Context .......................................................... 4 quarter credits
- HS8745 Grief and Bereavement Counseling ............................................... 4 quarter credits
- HS8764 Contemporary Issues in Compulsive and Addictive Behavior Treatment ......................... 4 quarter credits

COMPREHENSIVE EXAMINATION AND DISSERTATION COURSES

Upon completion of all required coursework:

- HS9919* Doctoral Comprehensive Examination ........................................... 4 quarter credits

Learners must register for HS9960 a minimum of four times to fulfill their specialization requirements.

- HS9960* Dissertation Courseroom .............................................................. 5 quarter credits each

NINE ELECTIVE COURSES

Choose any graduate course(s).

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Core Course Descriptions

PSL8002  Collaboration, Communication, and Case Analysis for Doctoral Learners  4 QUARTER CREDITS
In this course, learners examine the roles, responsibilities, and professional skills of public service leaders. Within the framework of advanced research and case study analysis, learners identify the key foundational areas of the School of Public Service Leadership’s multidisciplinary programs and examine the connection between individuals, organizations, and society to construct public value in public services. For PhD in Human Services, PhD in Public Safety, and DPA degree program learners only. Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.

HS8300  Diversity in the Workplace  4 QUARTER CREDITS
In this course, learners review contemporary workplace diversity issues. In particular, learners compare and contrast inclusion policies; evaluate relevant research findings; apply best practices for a diverse workplace; and integrate professional and ethical codes, standards, and laws in the human services work setting.

HS8415  Advanced Professional Scientific Ethics  4 QUARTER CREDITS
This course explores professional and scientific ethics in human services with an emphasis on social and community services. Doctoral learners analyze the role and function of ethics in decision making, social systems, policy, process, procedures, reality testing to ethical existential dilemmas, and communicative competence. This course prepares learners to better understand the ethical nature of professionalization.

PSL7860  Survey of Research Methods  4 QUARTER CREDITS
Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners focus on becoming educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest. Prerequisite(s): DPA8400 or HS8213 or MPA5400 or PSL7030 or PSL8106. Cannot be fulfilled by transfer.

PSL7864  Quantitative Design and Analysis  4 QUARTER CREDITS
In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. Prerequisite(s): PSL7860. Cannot be fulfilled by transfer.

PSL7868  Qualitative Design and Analysis  4 QUARTER CREDITS
Learners in this course assess the fundamental concepts needed to conduct qualitative research. Learners practice qualitative research techniques; appropriate applications of qualitative research; the strengths and weaknesses of qualitative research design, sampling, and analysis and their associated interdependencies; and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. Prerequisite(s): PSL7864. Cannot be fulfilled by transfer.
PSL8106  Epistemology of Practice Knowledge
4 QUARTER CREDITS
Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. Throughout the course learners enhance their research, statistical, and data analysis skills using the latest version of Statistical Package for the Social Sciences (SPSS) software. Cannot be fulfilled by transfer.

PSL8124  Advanced Study in Research Methods in Public Service
4 QUARTER CREDITS
Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for using them in the dissertation. The course emphasizes conceptualizing, planning, and designing a doctoral research proposal and includes topics such as planning and sampling; measurement; statistical and qualitative analytic models; results planning, analysis, and interpretation; and ethical considerations. Prerequisite(s): PSL7868. Cannot be fulfilled by transfer.

Specialization Course Descriptions

HS8103  Principles and Practices of Social Work
4 QUARTER CREDITS
This course is an overview of principles, methods, and practice models for intervention and social change through work with groups and communities. Learners examine theoretical perspectives of group and community organizing as well as advocacy models, grassroots participation, and the empowerment of disadvantaged groups. Learners also explore theories and methods of present-day social work practices with individuals, families, and organizations.

HS8413  Social Influences of Behavior
4 QUARTER CREDITS
Learners in this course explore behavior that is influenced by the presence of others, or behavior that is under the control of society. Topics include culture and society, large and small group behavior, cross-cultural factors, and interpersonal relationships. Learners in this course review the social psychology of decision making, attitude formation, and social attribution and their application to contemporary issues.

HS8453  Prevention and Causes of Child Abuse
4 QUARTER CREDITS
The focus of this course is on the research and application of evidence-based practice models that support the prevention and early intervention of child abuse and neglect. Learners examine indicators that may identify at-risk and high-risk family situations and analyze the roles and responsibilities of the human service practitioner in child abuse and neglect assessment, prevention, intervention, and reporting. Learners also evaluate the impact of ethical and cultural conflicts, management perspectives, and the implementation of family preservation programs.

HS8476  Methods of Family Research
4 QUARTER CREDITS
Learners in this course explore the measurement of family variables and the complexities of family research design, data collection, and analysis. Topics include scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research with practice.

HS8478  The Family in Social Context
4 QUARTER CREDITS
Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the leadership skills needed to work with diverse family groups and the challenges faced by human service professionals. Learners may only earn credit for HS8478 or SHB8478.
HS8745  Grief and Bereavement Counseling  
This course familiarizes learners with the issues of grief, loss, bereavement, and the mourning process. Throughout the course, learners examine grief related to the sudden or prolonged death of adults and children, losses due to natural disaster catastrophes, combat trauma and loss, and physical health trauma. In addition, learners gain an understanding of the psychological stages of grief, the symptoms of grief, and techniques for coping with a range of loss issues, from both the perspective of a provider and that of a leader, supervisor, or manager.

HS8764  Contemporary Issues in Compulsive and Addictive Behavior Treatment  
Learners in this course examine current research and trends for working with compulsive and addictive behaviors along a continuum of prevention and treatment practices. Topics include changes in practice models based on transition to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) criteria; integration of substance abuse treatment into primary care settings; developments in psychopharmacological and alternative intervention practices; influences of ethics, culture, and public health model practices on intervention and treatment; and the use of Internet resources in the field.

Comprehensive Examination and Dissertation Course Descriptions

HS9919  Doctoral Comprehensive Examination  
This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

HS9960  Dissertation Courseroom  
This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): HS9919. Cannot be fulfilled by transfer.**
Residency Course Descriptions

**DRS-R8930  PhD Research Seminar Track 1**
The intensive, six-week PhD Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners are encouraged to complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. *For PhD in Advanced Studies in Human Behavior and PhD in Human Services learners only.* **Prerequisite(s):** PhD in Advanced Studies in Human Behavior learners must have completed SHB8100. Cannot be fulfilled by transfer.

**DRS-R8931  PhD Research Seminar Track 2**
The intensive, six-week PhD Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners are encouraged to complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **Prerequisite(s):** DRS-R8930. PhD in Advanced Studies in Human Behavior learners must have completed SHB8111, SHB8112. Cannot be fulfilled by transfer.

**DRS-R8932  PhD Research Seminar Track 3**
The intensive, six-week PhD Research Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners are encouraged to complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **Prerequisite(s):** DRS-R8931. PhD in Advanced Studies in Human Behavior learners must have completed SHB8113. Cannot be fulfilled by transfer.
**Recommended Course Sequence**

This recommended course sequence assumes learners transfer in 36 elective quarter credits of previous graduate coursework and that they take two courses per quarter. Some learners elect to take fewer or more based on workload and the amount of time available for graduate study.

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<tr>
<th>YEAR 1</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>PSL8002 Collaboration, Communication, and Case Analysis for Doctoral Learners</td>
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| Q2      | HS8413 Social Influences of Behavior  
          | PSL8106 Epistemology of Practice Knowledge |
| Q3      | HS8415 Advanced Professional Scientific Ethics  
          | DRS-R8930 PhD Research Seminar Track 1 |
| Q4      | HS8745 Grief and Bereavement Counseling  
          | HS8764 Contemporary Issues in Compulsive and Addictive Behavior Treatment |

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<tr>
<th>YEAR 2</th>
<th>COURSES</th>
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| Q5      | HS8476 Methods of Family Research  
          | PSL7860 Survey of Research Methods |
| Q6      | PSL7864 Quantitative Design and Analysis  
          | DRS-R8931 PhD Research Seminar Track 2 |
| Q7      | HS8478 The Family in Social Context  
          | PSL7868 Qualitative Design and Analysis |
| Q8      | HS8103 Principles and Practices of Social Work  
          | HS8300 Diversity in the Workplace |

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<th>YEARS 3–5</th>
<th>COURSES</th>
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<tr>
<td>Q9</td>
<td>HS8453 Prevention and Causes of Child Abuse</td>
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| Q10       | PSL8124 Advanced Study in Research Methods in Public Service  
          | DRS-R8932 PhD Research Seminar Track 3 |
| Q11       | HS9919 Doctoral Comprehensive Examination |
| Q12–Q14   | HS9960* Dissertation Courseroom |
| Q15–Q16   | HS9960* Dissertation Courseroom |
| Q17       | HS9960* Dissertation Courseroom |
| Q18–Q19   | HS9960* Dissertation Courseroom |
| Q20–Q21   | HS9960* Dissertation Courseroom |

**Dissertation Milestones**

1. Research Ethics Education Completion  
2. Topic Approval  
3. Mentor-Approved Research Plan  
4. Committee-Approved Research Plan  
5. Scientific Merit Approval  
6. Institutional Review Board Approval  
7. Pre-Data-Collection Conference Call  
8. Mentor-Approved Chapters 1 & 2  
9. Mentor-Approved Chapters 3, 4, & 5  
10. Committee-Approved Dissertation  
11. School-Approved Dissertation  
12. Format Editing Completion  
13. Final Conference Call  
14. Final Manuscript Approval  
15. Manuscript Submitted for Publication  
16. Dean’s Final Manuscript Approval

*Dissertation Courseroom milestones take, on average, four to eight quarters to complete.**

At each residency, learners work intensively on their topic, methodology, literature review, and research plan with the goal of developing an efficient path through the dissertation milestone process. For more information on residencies, visit https://campus.capella.edu/web/residencies/phd-colloquium.

Learners have the potential to complete their first five dissertation milestones within their residency courses.

The comprehensive examination and dissertation courses are milestone dependent, not quarter dependent. Learners must successfully complete the comprehensive examination before registering for dissertation courses.

Dissertation milestone completion time varies based on learner progress. Reference the PhD Milestone Guide to better understand each step in the dissertation and milestone process.
Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.
Academic Leadership

Charlyn A. Hilliman, PhD
Dean
Dr. Charlyn Hilliman serves as the dean of Capella University’s School of Public Service Leadership. Dr. Hilliman has worked for the university since 2006, having served on the Institutional Review Board (IRB) and as a scientific merit reviewer; a residency instructor; a subject matter expert in research, criminal justice, and public administration; and the comprehensive examination lead. Dr. Hilliman also spent her career in health care information technology leadership at Columbia University and Florida International University, and has worked as a director of community programs evaluations and policy initiatives for the NewYork-Presbyterian Hospital. Dr. Hilliman holds both a PhD and Master of Philosophy in Criminal Justice from the Graduate School and University Center of the City University of New York (CUNY), as well as a Master’s in Public Administration from John Jay College of Criminal Justice, CUNY.

Dinah Manns, EdD
Faculty Chair
Dr. Dinah Manns serves as the faculty chair of Human Services at Capella University. Dr. Manns has held numerous executive positions in health care and community service agencies where she oversaw personnel, program, and fiscal management. Her executive positions include serving as the chief operating officer of the largest federally qualified health center in Oklahoma and as director of the Educational Opportunity Center at Rogers State University. Her teaching background spans over 20 years, and she has worked in online education since 2005. After completing a Bachelor of Arts in Psychology from The College of William and Mary in Virginia, she relocated to Tulsa, Oklahoma for graduate studies. Dr. Mans received an MA in Counseling from Oral Roberts University and an EdD from Oklahoma State University. Dr. Manns is an avid researcher and completed a qualitative study for Susan G. Komen Tulsa Affiliate on health literacy in 2015. She is currently conducting research in the data collection phase of a research study on culturally competent communities in Ferguson, Missouri.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the courseroom are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

Important Information about the educational debt, earnings, and completion rates of students who attended this program: http://www.capellaresults.com/assets/includes/gainfulemployment/cta/GE/GE15/doctoral/PhD_HS_Social_Community_Svcs_gedt.html.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
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