UNIVERSITY of MARYLAND BALTIMORE

Dr. Roger J. Ward, EdD, JD, MSL, MPA
Provost and Executive Vice President

Office of the Provost
220 Arch Street, Room 03-118
Baltimore, MD 21201
410 706 2477
rward@umaryland.edu

www.umaryland.edu

Sanjay K. Rai, Ph.D., Secretary of Higher Education
Maryland Higher Education Commission (MHEC)
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

November 15, 2024

Dear Dr. Rai:

On behalf of the University of Maryland, Baltimore please find attached our proposal to establish a new Academic Program, the "*Doctor of Social Work (DSW)"* within the School of Social Work. This proposed academic program is being simultaneously submitted for approval to the University of Maryland Board of Regents.

The unprecedented growth of the Social Work profession now demands additional doctoral prepared teachers and supervisors to educate the next generation of clinical social workers. Our proposed DSW program will help fill this need and is consistent with the values and strategic direction of both the UMB campus and the goals of the Maryland Plan for Postsecondary Education. The DSW program promises to be a beacon of innovation, promoting entrepreneurship and interprofessional collaboration that will nurture our communities, evolve our methods of care, and promote the overall wellbeing of our citizens. Doctorate level training will enhance the professionalism and knowledge of social work practitioners, assuring accountability in their clinical work while promoting social justice and health equity for those they serve.

The DSW program will fill a growing need in Maryland and build practitioner skills along six clinical practice domains: 1) Advanced clinical treatment skills such as psychopharmacology, CBT, DBT, family therapy, etc., 2) Supervisory skills to mentor students and social work practitioners in the field, 3) Teaching andragogy for academic classroom instruction, 4) Leadership/administrative skills, 5) Social justice and health equity advocacy; and, 6) Applied research training and program evaluation.

Should you require additional information, please contact Meghan Bruce Bojo at mbojo@umaryland.edu or 410-706-2055.

Regards,

Dr. Roger J. Ward, JD, MSL, MPA
Provost and Executive Vice President

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	

*Each **action** below requires a separate proposal and cover sheet.*

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes / No	Payment Type:	R*STARS # / Check #	Payment Amount:	Date Submitted:

Department Proposing Program	
Degree Level and Degree Type	
Title of Proposed Program	
Total Number of Credits	
Suggested Codes	HEGIS: CIP:
Program Modality	On-campus Distance Education (fully online) Both
Program Resources	Using Existing Resources Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	Fall Spring Summer Year:
Provide Link to Most Recent Academic Catalog	URL:

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: Date:
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF MARYLAND, BALTIMORE SCHOOL OF SOCIAL WORK: DOCTOR OF SOCIAL WORK (DSW)

Table of Contents

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The University of Maryland, Baltimore School of Social Work proposes a new Doctor of Social Work (DSW) degree for individuals possessing a master's in social work (MSW) with at least two years of clinical practice experience. The DSW is an advanced practice doctorate that leverages UMB's nationally recognized strength in interprofessional education (IPE) and promotes skills in clinical treatment methods, supervision of social work practitioners, leadership, and classroom teaching. While UMB offers a top ranked 25 Ph.D. program, the DSW differs from the Ph.D. in Social Work because it emphasizes the day-to-day practice of clinical social work in the community rather than research and knowledge building (Anastasi, 2012). The two types of programs are fundamentally different, but each is important to UMB implementing its mission and serving the State of Maryland.

The University of Maryland, Baltimore (UMB) is Maryland's public health, law, and human services university, dedicated to excellence in education, research, clinical care, and public service. UMB enrolls nearly 6,700 students in six nationally ranked professional schools — dentistry, law, medicine, nursing, pharmacy, and social work — and an interdisciplinary School of Graduate Studies. The University offers 97 doctoral, master's, baccalaureate, and certificate programs, and confers most of the professional practice doctoral degrees awarded in Maryland. UMB is a thriving academic health center combining cutting-edge biomedical research and exceptional patient care.

Founded in 1961, the School of Social Work was the first in Maryland to offer the MSW, and it awards over 350 MSW degrees a year. It is one of the ten largest schools of social work in the nation, and it is ranked 24th in the nation by *US News & World Report*. The school has been recognized for its work in Baltimore City. Over the years, the school has launched several innovative programs, including **Family Connections Baltimore**, which works alongside 100 families in Baltimore each year to advocate for their needs; **Positive School Center**, designed to foster positive and restorative environments in schools; **Promise Heights,** which supports the well-being of families in the Upton/Druid Heights areas of West Baltimore; and **B'more for Healthy Babies,** which focuses on educating families and caregivers through community outreach, training, and media campaigns, significantly reducing infant mortality rates.

Developing a Doctor of Social Work degree program is in alignment with UMB's mission to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service. The need for an advanced social work doctorate program (DSW) is driven by complex and evolving needs within the Social Work profession and community needs within the state of Maryland. Our program focuses on six essential clinical practice domains including:

1. Advanced clinical treatment skills (such as psychopharmacology, Cognitive Behavioral therapy, Dialectical Behavior Therapy, family therapy, EMDR, and other cutting edge evidenced based practice skill models)

2. Supervisory skills to guide and train students and social work practitioners in the field
3. Teaching pedagogy for academic classroom instruction
4. Leadership/administrative skills to support agency administrative roles
5. Social justice and health equity advocacy
6. Applied clinical research training and program evaluation

Notably, UMB's proposed DSW program also leverages UMB's strengths as a leader in interprofessional education (IPE) and behavioral health. UMB is a national leader in promoting IPE and team-based care in the delivery of behavioral health services to the citizens of Maryland (Pecukonis, 2008; 2013; 2014; 2019). Our campus includes the Schools of Social Work, Medicine, Nursing, Pharmacy, Dentistry, Law, and an interdisciplinary School of Graduate Studies that has cultivated a rich and diverse academic community supporting IPE efforts. UMB's Center for Interprofessional Education brings together students from each of the schools to learn together and about each other's profession and how to work together in the clinical setting. DSW students will have many opportunities to learn with and about other health care providers on campus which is consistent with national trends in behavioral health/health education. This IPE experience will prepare them to be clinical leaders and ensure that more Maryland hospitals and clinical settings can benefit from innovative thinking and collaboration between healthcare providers which will improve patient outcomes.

In addition to IPE, our DSW program will support UMB's commitment to serving the citizens of Maryland behavioral health needs. More than half of the U.S. population (approximately 169 million people), live in a Mental Health Professional Shortage Area (National Center for Health Workforce Analysis, 2023). In Maryland, 1.17 million residents, representing 28.76% of the state's population, face similar shortages (Health Resources and Services Administration, 2022). Licensed clinical social workers provide the majority of behavioral health services nationally and are in high demand within the professional workforce (Pecukonis, Cornelius, & Parrish, 2003). Meeting this pressing need requires a dual approach: expanding the pool of social work graduates while also ensuring an adequate number of social work educators.

UMB's proposed DSW program is designed as a comprehensive, three-year academic offering. The program requires the completion of 60 credits and is structured to enroll and accommodate working professionals. Courses are delivered in-person, with classes held one weekend per month, from Friday through Sunday. This schedule allows students to maintain their professional and personal commitments while pursuing advanced clinical training. The design of our proposed DSW program pairs flexibility with a rigorous academic program that will benefit both students and citizens of the state of Maryland.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

UMB's mission is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service. UMB delivers $40 million each year in uncompensated care to the citizens of Maryland. Beyond a strong academic program,

the School of Social Work is also deeply committed to community service. The Center for Restorative Change, Promise Heights, Family Connections, and the Institute for Innovation and Implementation are all very active in helping with the social work needs in Baltimore and beyond. The SSW provides 500,000 hours of social work services a year within the state of Maryland and surrounding communities. The UMB campus, as a whole, provides 2 million hours of service to the community.

Our proposed DSW program is consistent with the mission and the values of health equity and social justice espoused by our university. Within our state, UMB remains a preeminent research institution, with a mission of educating health care professionals, conducting applied research, and providing excellent clinical care to the citizens of Maryland. Our proposed DSW program will improve the human condition, promote entrepreneurship and interprofessional collaboration that will nurture our communities, evolve our methods of care, and promote the overall wellbeing of our citizens. Doctorate-level training will enhance the professionalism and knowledge of social work practitioners, assuring accountability in their clinical work while promoting social justice and health equity for those they serve. The skills addressed in a DSW are different from those in a Ph.D. program and are tailored to improve the clinical practice rather than be directed at research.

The proposed DSW program aligns with the values and strategic direction of UMB. It has strong support from key leaders, including the Dean of the School of Social Work, the Provost, and the President of UMB, highlighting its importance as an institutional priority. Additionally, the DSW program embodies UMB's mission to improve the human condition and serve the public good through education, research, clinical care, and service. By advancing social work education and practice, it aims to address critical social issues and enhance community well-being, fulfilling UMB's overarching goals.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

The SSW can offer the proposed degree program with existing resources and will ensure continued funding to support it. UMB leadership also shows a strong commitment to establish a DSW program and has allocated startup funds of $596,495 for Year 1 (FY26) and $652,854 for Year 2 (FY27). These funds will assure the start-up and successful implementation of the proposed DSW program and will cover essential program components including faculty salary, program planning, curriculum development, marketing of the degree, student recruitment, and essential administrative tasks and personnel to get the program up and running.

We plan to enroll approximately 18 DSW students each year of our three-year program. This will ultimately create three cohorts of students for a total of 54 students. We anticipate being self-sufficient by year three (FY28). As described below, we anticipate strong enrollment from alumni of our MSW program.

4. Provide a description of the institution's a commitment to:
a) Ongoing financial, administrative, and technical support of the proposed program:

Financial support: The UMB campus has a history of supporting and sustaining new degree programs. As noted previously, the administration is providing over $1.2 million in startup funds for the first two years of program development and implementation. This is a significant financial investment and illustrates an understanding of the importance of the DSW to the Social Work profession as well as a commitment to appropriately resourcing its success.

Administrative Supports: The Dean and faculty of the SSW support the goals and objectives of the DSW program and have been active in creating the program's curriculum. The SSW has existed since 1961 and has the longest running MSW program in the state. During our 55-year history, the SSW has developed sophisticated administrative structures that support competency-based education and student success. The majority of administrative support will be provided via the departments of academic affairs, admissions, registration, and the Dean's office in the SSW. The campus bursar will assist with translating and establishing credit hours needed to graduate, tuition cost per credit hour and provide resources for financial aid. Likewise, the university registrar is responsible for assuring that students meet all requirements for graduation and ultimately certifies each student's degree status.

Within the SSW, there are formal administrative structures that provide guidance and assist in recruitment and admission of students, hiring of personnel, arranging faculty teaching assignments, developing curriculum, program planning, marketing, budget management, fundraising and provision of student support and DEI (Diversity, Equity and Inclusion) services, etc. The SSW will provide all necessary student support services and the faculty, and personnel necessary for program operation. The SSW will also provide the physical space and technology to accommodate in-person and online instruction.

Technical support: There is ample technical support for the proposed DSW. The SSW has a highly trained and competent clinical teaching faculty that will serve as the primary architects of the DSW curriculum. The Informatics Office is a core source of technical support for students and faculty at the SSW, and consists of the Computer Center, the Computer Training Classroom, computer services, IT services, and the Media Center. It further maintains the audio, video, and computer technology that supports the school's learning and research environments.

In addition to the Informatics Office, the IDEA Team is another source of technical support at the SSW. The IDEA team provides services and support in instructional design, e-Learning, assessments, and online learning technologies for faculty, staff, and students. These departments also provide 24/7 access to web-based help pages, tutorials, and systematic documentation for students. Each of these support services can be accessed via email and phone and can troubleshoot with screen sharing as needed. In addition, our DSW trainees will benefit from technical support at the campus level such as the universal helpdesk (for login issues, email, zoom, etc.).

b) Continuation of the program for a period sufficient to allow enrolled students to complete the program:

If for some unforeseeable reason UMB discontinues the DSW curriculum, UMB is committed to a teach-out plan for all enrolled students so they may complete the program and earn their degree.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

According to Maryland law (§10–204), public institutions of higher education shall: (1) "Provide postsecondary education to students; (2) Transmit culture and extend knowledge through general higher education; (3) Teach and train students for careers and advanced study; (4) Protect academic freedom; (5) Promote civic responsibility; (6) Enhance economic development of the State through research, training, and extension services to business and industry; (7) Provide public services for citizens of the State; and (8) Assure that women and minorities are equitably represented among faculty, staff, and administration.

Our proposed DSW program is consistent with these goals. For example, the proposed program will increase participation in postsecondary education by expanding the availability of a flexible, unique, and innovative curriculum design. Since we will offer our DSW program within an in-person classroom model held on weekends (Friday through Sunday once per month), working professionals will be able to pursue a clinical doctorate while remaining employed. The DSW program will prepare learners to advance their careers and work in supervisory and teaching positions supporting social work education. Attaining a DSW will also support a globally competitive, entrepreneurial workforce, since many of our graduates will develop innovative psychotherapy practice and/or nonprofit programs within Maryland communities and beyond.

According to the 2018 statewide review of behavioral health workforce report "federal projections indicate a 31% deficit of needed social workers…workforce shortages limit capacity in rural areas of the state, while providers in high-density areas lack the resources to retain staff" (Maryland 2019). The Maryland Occupational Projections for 2022-2032 show an increase of 13.84 percent for social workers in postsecondary work. Unfortunately, the growth of BSW and MSW programs has not been accompanied by a similar growth in doctoral-trained clinical social work instructors and supervisors. Implementing a DSW program will directly address this gap by supporting the development of more doctoral-trained clinical social work instructors, ensuring a stronger pipeline of qualified educators to meet the increasing demand.

In addition, the COVID-19 pandemic has taken a toll on the general population's mental health and has precipitated a dramatic increase in the demand for skilled mental health providers. The aftereffects of the COVID-19 pandemic will reverberate through our communities for years to come requiring more social work services. Similarly, social work programs across the country are now in need of highly skilled teachers and supervisors. Our proposed DSW will respond to this growing demand by training doctoral prepared Social Work practitioners and supervisors with advanced skills and expertise in behavioral health.

In response to these needs, DSW programs are growing in number nationally. Our proposed three-year, in-person, 60-credit DSW program will help to meet this growing need in Maryland by training advanced practitioners. There are many social work practitioners licensed within the State that show an interest in pursuing this degree and meet our admission requirements. For example, the Maryland Board of Social Work Examiners currently reports 11,241 LCSW-C social workers licensed

in Maryland with an additional 5,579 LMSW's licensed within Maryland, who within 1-2 years will be eligible for the LCSW-C and thus meet an essential admission requirement for the DSW.

In addition, UMB's SSW alumni association has over 11,000 members, most at the LCSW-C level. Our MSW program graduates over 350 MSW students each year, which makes us one of the largest schools of social work in the nation. Our graduates are active in continuing education and postgraduate education experiences at the SSW. We anticipate that many of them will apply for the DSW.

While Maryland's demand for highly trained social workers continues to grow, the state currently offers only one DSW program. **This limited access may compel students to explore out-of-state options, which can create barriers to both personal advancement and Maryland's ability to retain top-tier professionals.** To ensure Maryland's workforce meets the increasing demands of advanced social work practice and leadership, it is crucial that we expand opportunities for in-state doctoral education.

2. Provide evidence that the perceived need is consistent with the <u>Maryland State Plan for Education</u>:

The Maryland Plan for Postsecondary Education establishes three primary goals: 1) Student Access: Ensure equitable access for affordable and high-quality education for Marylanders; 2) Student Success: Develop and implement practices and policies that assure student success; and 3) Innovation: Foster innovation in all aspects of higher education to improve access and student success. The Maryland State Plan for Education also supports the expansion of education programs that train mental health professionals, due to the added demands related to the COVID-19 Pandemic.

The University of Maryland, Baltimore (UMB) is committed to Priorities 5, 6, and 7 under the theme of Student Success. First, aligning with Priority 5, UMB is committed to high-quality postsecondary education in Maryland. As the largest School of Social Work in the state, UMB's proposed DSW program has an innovative curriculum fully aligned with its current commitment to high-quality education and student success. The curriculum in the DSW program will teach innovative methods of psychotherapy, supervision, instruction, and administrative leadership within a framework of social justice, equity, diversity, and inclusion.

In alignment with the theme of Student Success and Priority 6, the proposed DSW program at UMB will support timely completion of an academic program by offering a curriculum designed to accommodate working professionals. By allowing DSW students to remain in their jobs while pursuing advanced education, the program ensures that their career trajectory, income stream, and service delivery are uninterrupted. This innovative approach not only makes advanced skill development accessible to social workers who might otherwise be unable to pursue a doctorate, but it also positions UMB as the only provider of an in-person DSW program in Maryland. Additionally, weekend course offerings that align with the students' work schedules further support access and success, reinforcing the program's commitment to lifelong learning and professional growth.

In support of the theme of Innovation and Priority 8, obtaining a DSW enhances the role of postsecondary education as a platform for ongoing lifelong learning by providing advanced education that is directly applicable to a social worker's current practice and aligns with workforce needs in the state. The DSW program allows professionals to deepen their expertise, learn innovative methods, and develop leadership and administrative skills without interrupting their careers. This continuous engagement with advanced education enables social workers to evolve with the profession, stay current with emerging trends, and maintain a commitment to personal and professional growth throughout their careers.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry for graduates of the proposed program.

Experienced clinical social workers are in high demand from both private and public institutions both broadly and within areas of focus such as behavioral health, healthcare, leadership, and education. The Maryland Occupational Projections for 2022-2032 show an increase of 13.84 percent for social workers in postsecondary work and the Bureau of Labor Statistics (2022) suggests that the demand for professional social workers will grow between 9-11% over the next five years with behavioral health (mental health) having the highest growth rate. There is an ongoing and growing need for experienced and well-trained social workers. The rate of growth for social workers is beyond the national average of 5% seen for most other occupations. Further, the demand for highly trained professional social workers will continue to remain above average in the near future as employment of social workers in healthcare is projected to grow 17% by 2028 (BLS, 2020).

DSW graduates are often employed in supervisory positions (22.9% of graduates) and clinical practice settings (17.7%). Additionally, employment (both part-time and full-time) of postsecondary social work instructors is projected to grow 11% from 2018 to 2028. Salaries for DSW graduates will remain highly competitive and higher than what can be obtained with an MSW. The National Association of Social Work estimates that DSW salaries are up to $25,000 more than MSW (NASW, 2015). Salary for DSW graduates ranges from $75,000 to $127,760 (average = $81,000) nationally, in Maryland the average DSW salary is $81,000. This is compared to average salaries for MSW graduates of $68,000 (BLS, 2022).

Focusing in on subspecialities, according to Bureau of Labor Statistics (2020), the mean salaries of exemplary employment positions are: Medical and health services managers ($115,160); Social advocacy organization executives ($114, 040); and Government agency managers ($103,000). Further, the median salary for social work instructors in 2019 was $72,070 (BLS, 2020).

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Like other allied health fields, the movement towards the doctorate degree has been a significant theme within social work literature (Apgar, 2020; Edwards et al., 2015). The DSW aligns with

workforce needs, and it is noteworthy that other health professions have already developed clinical doctorates to meet similar practice and training needs. For example, advanced clinical degrees at the doctoral level are seen in nursing (CRNP), occupational therapy (OT), pharmacy (PharmD), psychology (PsyD), physical therapy (DPT), physician assistant (DMSc) and nutrition (DSN). For each of these professions, the need for skilled clinicians and educators is addressed by creating practice-focused doctorates. The DSW will fill this need for the profession of Social Work. In turn, these highly trained social work professionals will provide improved and comprehensive behavioral health care services to Marylanders and excellent educational experiences for social work trainees throughout the State.

This momentum and pathway to the DSW characterizes the future of professional social work in this country (Pecukonis, 2003). For example, the Council on Social Work Education (CSWE, 2024) is now finalizing national accreditation standards for DSW programs. In addition, CSWE has recently qualified their long-standing position of defining the MSW as the profession's terminal degree. This clearly makes room for the proliferation of the DSW degree as a new and potential terminal degree for the social work profession (CSWE, 2023). Social work practitioners themselves also fuel the need for doctoral prepared clinical social workers.

In the 2018 workforce report, the Maryland Public Behavioral Health System (BPHS) highlighted a significant shortage of "providers trained in co-occurring disorders…. and culturally and linguistically competent providers" (Maryland, 2019). Maryland House Bill 615, Chapter 392, established a workgroup tasked with identifying and addressing the shortage of behavioral health professionals from underrepresented communities in Maryland. One of the key strategies to address this shortage is to encourage students from underrepresented groups to pursue higher education in behavioral health fields.

Demographic data suggests that Doctor of Social Work (DSW) programs are particularly effective in attracting older, more experienced social workers and underrepresented minority applicants (CSWE, 2023). Nationally, nearly 75% of DSW applicants are 35 years of age or older. Additionally, a significantly higher percentage of DSW students are African American (35.8%) compared to Ph.D. applicants in Social Work programs (21%) (CSWE, 2023). This indicates that DSW programs can be more appealing to African American/Black students, who are currently underrepresented in doctorate-level leadership positions within social work. Increasing opportunities for DSW education will play a crucial role in addressing this demographic gap. By having two DSW programs in Maryland we can ensure that the leadership in the social work profession better reflects the identities and experiences of the communities served. This alignment is essential for fostering a more inclusive and effective behavioral health workforce, ultimately leading to improved outcomes for diverse populations.

The demand for *doctoral prepared social workers* is projected to increase 15% by the year 2030 (US Bureau of Labor Statistics, 2022). Edwards (2010) reviewed the findings of the Task Force on the DSW Degree and concluded that "*The profession of social work will be well served to have an abundance of doctoral level practitioners to train the next generation of social work practitioners and provide expert services.*" A recent national survey sampling all social work graduates in 2018 (Council on Social Work Accreditation, 2019), suggests that *over 40% of these graduates intend to enroll in a DSW program* (CSWE, 2019).

This workforce gap highlights the urgent need for enhanced training and educational opportunities for social workers. Currently, Maryland has 11 fully accredited social work programs. However, only one Doctor of Social Work (DSW) program exists, which is located at Morgan State University (MSU) and began in the fall of 2023. Of the 11 institutions, eight offer the Bachelor of Social Work (BSW) degree exclusively, serving as feeder schools for Master of Social Work (MSW), Ph.D., and now DSW programs.

Strategically expanding the number of DSW programs will help address the shortage of doctoral-prepared social workers, providing a larger pool of professionals equipped to tackle complex social issues like behavioral health disparities and culturally responsive care. An additional program will create opportunities for underrepresented groups to advance in the field, diversify leadership, and improve care for marginalized populations. Additionally, increasing DSW offerings will improve access to education by offering an additional modality, allowing more practitioners to pursue advanced education while serving their communities. These programs will also foster innovation, enabling institutions to create specialized curricula that address emerging social challenges.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

There is ample and reliable data on the need for a DSW program including a market study with the EAB and regional employment projections via the Bureau of Labor Statistics. To ensure program viability and prior to developing this proposal, UMB collaborated with EAB to conduct a market analysis assessing the need to pursue a DSW by social workers in the State of Maryland. The full market analysis is contained in *Appendix A.* Findings suggest strong employer demand for DSW graduates within the region and recommend the development of a DSW program at UMB. The EAB found regional demand for doctoral-level social work professionals grew an average of 4.51% between December 2018 and November 2021, outpacing the average growth for all doctoral-level professionals (i.e., 1.59%).

The market analysis also evaluated the top skills requested of doctoral level social workers in 980 job postings listed between December 2020 – November 2021. Findings from the analysis identify the need for clinicians with "expertise in the provision of behavioral health services" as the most requested job skill (46.33%). Interestingly, the top employer looking for doctoral prepared counselors was "Thriveworks" which is primarily an online psychotherapy program. This is consistent with the growing telehealth networks providing services. Telehealth skills (24.29%) are also highly desirable by potential employers. This analysis suggests a growing labor market and demand for social work professionals to fill those slots.

Finally, the market analysis identified "healthcare and social assistance agencies" as the top industries looking for doctoral-trained social workers (55.51%). These favorable trends add further validity to a growing demand and labor market for doctoral prepared social workers.

In addition to the EAB, Bureau of Labor Statistics (BLS) regional employment projections through 2031 suggest that Social Work will grow faster than the average of other professions. BLS suggests

that the aftermath of the COVID-19 pandemic will continue to increase the demand for mental health services throughout the United States. Additionally, the BLS anticipates that behavioral health services will be in high demand in the future due to the aging population, the trends towards community based primary care, and the use of tele-behavioral health. Our proposed DSW program can assist in supplying personnel to meet this employment need.
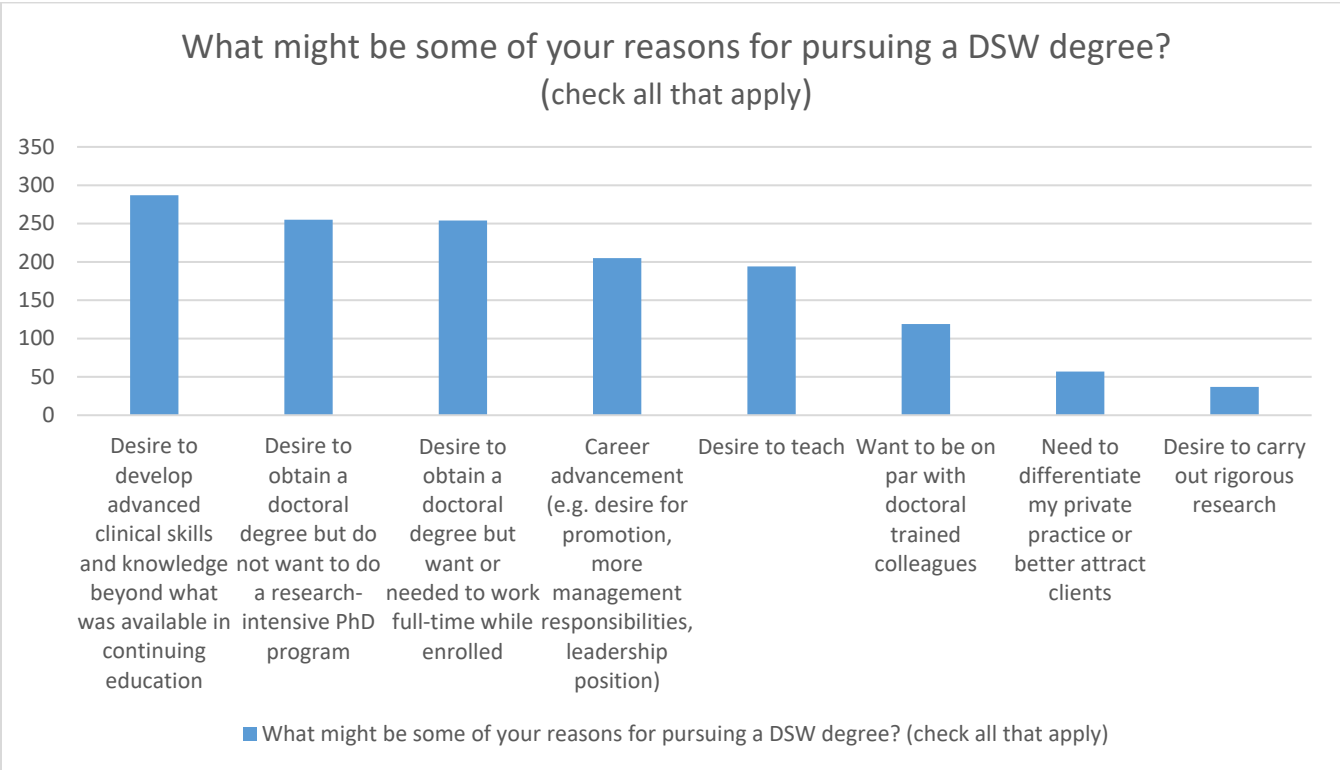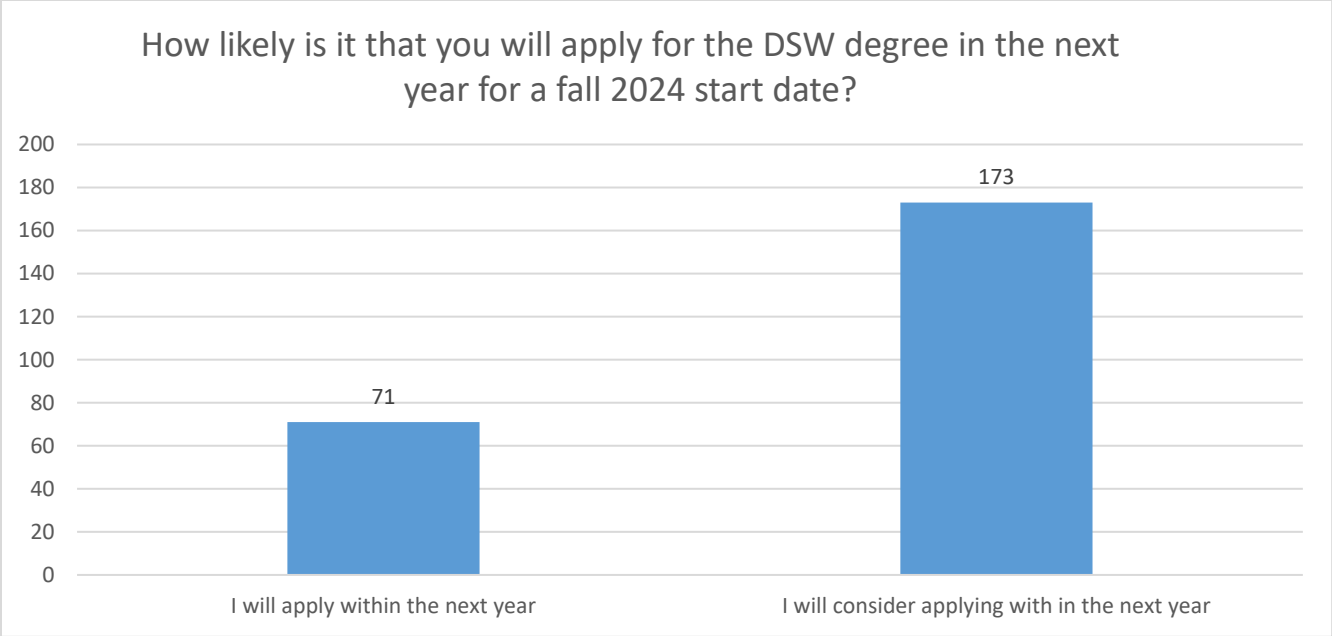
4. Provide data showing the current and projected supply of prospective graduates.
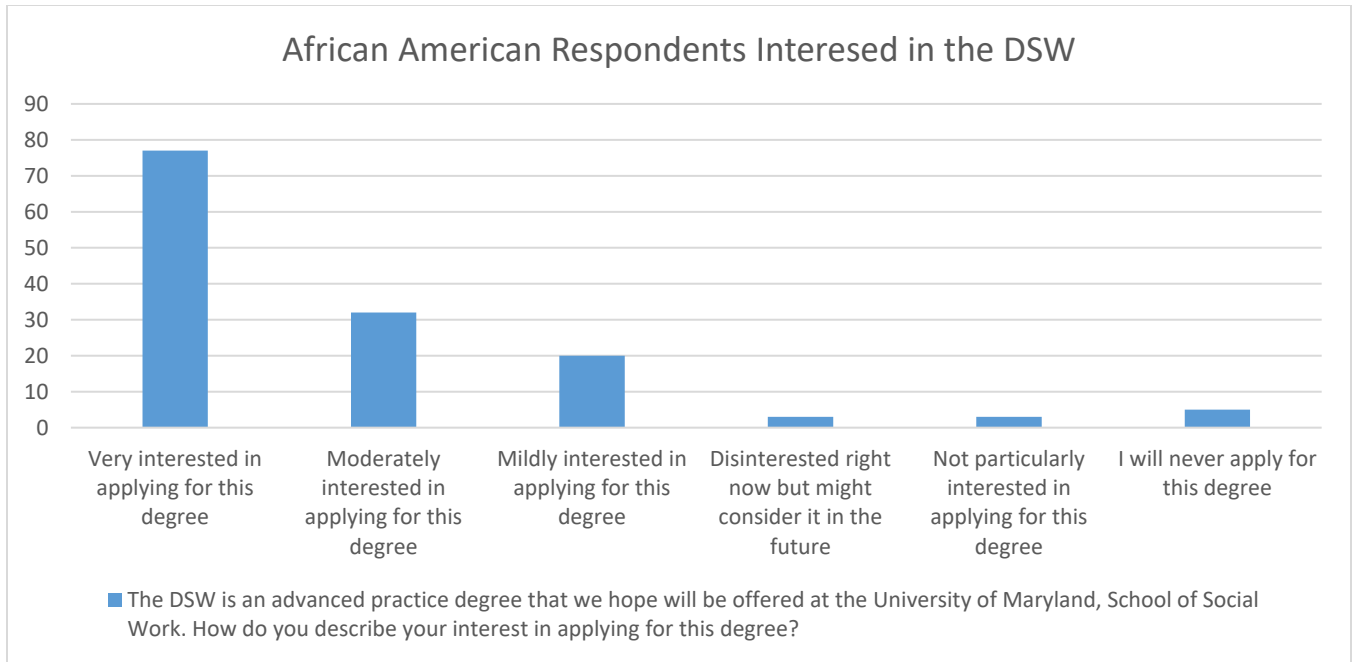
In addition to an EAB market study and reviewing BLS data, we assessed the interest and need for a DSW in Maryland through a detailed survey of the UMB SSW alumni. This survey can be seen in *Appendix B.* Following three successive emails, we received 620 surveys that appear representative of our alumni. Approximately 19.5% of surveys returned contained missing data or were duplicative and not used in the final analysis.

Over 66% of respondents said they were interested in a practice based DSW, and not a research-based PhD. Approximately, 67 % wanted to complete their studies while maintaining full time employment. Findings note that over 72% of respondents have either a moderate or a significant interest in pursuing a DSW. Over 42% described themselves as being extremely interested in the DSW degree. Approximately 73 respondents or 15% of the sample noted that they would "definitely apply" for the next academic year. Another 169 alumni or 34% of the sample noted that they would "definitely consider applying" within the next 12 months. This finding suggests an ample supply of potential applicants, given that the program will only admit 18 people each year. Approximately 42% of African American respondents noted that they were very interested in applying for the DSW. In general, these findings suggest a strong interest from SSW alumni in pursuing a doctorate in Social Work.

Demographic data notes that 89% of respondents were female with 37.2% describing themselves as African American. Hispanic/Latin and African American respondents accounted for over 45% of the entire sample. The age of alumni ranged from 22 to 86. The average age of respondents was 44 years (standard deviation = 12.7 years). Notably, the average number of years since graduation from an MSW program was 15.4 years, with most respondents working in behavioral/mental health specialty areas (35.2%).

A common refrain qualitatively was, "We have waited a long time for this type of program at Maryland and we want to take full advantage of the opportunity and support its development." The number one overall reason for returning to school for a DSW was to "enhance their clinical practice skills" (75.1%).

How likely is it that you will apply for the DSW degree in the next year for a fall 2024 start date?

Bar chart:
- I will apply within the next year: 71
- I will consider applying with in the next year: 173

What might be some of your reasons for pursuing a DSW degree?
(check all that apply)

Bar chart (approximate values):
- Desire to develop advanced clinical skills and knowledge beyond what was available in continuing education: ~285
- Desire to obtain a doctoral degree but do not want to do a research-intensive PhD program: ~255
- Desire to obtain a doctoral degree but want or needed to work full-time while enrolled: ~253
- Career advancement (e.g. desire for promotion, more management responsibilities, leadership position): ~205
- Desire to teach: ~195
- Want to be on par with doctoral trained colleagues: ~120
- Need to differentiate my private practice or better attract clients: ~57
- Desire to carry out rigorous research: ~38

Legend: What might be some of your reasons for pursuing a DSW degree? (check all that apply)

African American Respondents Interesed in the DSW

The DSW is an advanced practice degree that we hope will be offered at the University of Maryland, School of Social Work. How do you describe your interest in applying for this degree?

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

There is only one other DSW program in the State of Maryland, located at Morgan State University (MSU). Their DSW program enrolled its first cohort in Fall 2023 and is delivered online with a significant focus on social policy, community organizing, and advocacy, preparing graduates to serve urban populations.

MSU describes the mission of their program as follows on their website:

"The DSW program at Morgan State University prepares experienced MSW practitioners for advanced social work practice and human service leadership with urban individuals, families, and communities. The intersections of racial, economic, and gender-based oppression disproportionately place urban individuals, families, and communities at risk of experiencing social and mental health problems. This disproportionality represents a major social injustice that unfairly diminishes the ability of urban individuals, families, and communities to demonstrate their vast positive potential.

Using this conceptual framework as a guide, Morgan's DSW program is focused on addressing the unjust educational, behavioral health, and additional healthcare systems that have created barriers to maximum social, economic, and psychological functioning for urban populations. The DSW program at Morgan also relies heavily on culturally competent intervention models that affirm and build on the experiences and perspectives of historically oppressed communities. Applicants interested in interacting with and engaging urban individuals, families, and communities utilizing a culturally inclusive and strengths-based perspective are encouraged to apply."
(Reference: https://www.morgan.edu/doctorate-of-social-work/mission-and-goals)

Most, if not all, clinical DSW programs across the nation have adopted courses such as advanced clinical methods, applied research, teaching, leadership, supervision, and some type of capstone project. However, each institution can tailor their programs to the needs of their student groups and institutional mandates and strategies. Although UMB and MSU have a few courses with similar sounding names, their content, structure, and methods of delivery and assessment are quite different and will attract different students. See Appendix C for a detailed course- by-course analysis between UMB and MSU.

Our proposed DSW program is differentiated from MSU's in several key ways:

- **In-person v. online:** UMB's proposed DSW program is a fully in-person educational experience. Consequently, this approach will attract students who prefer an in-person learning environment over an online degree. Having another modality of learning will only add to the depth of the educational ecosystem and will honor different learning styles.

- **Length of program:** UMB's proposed DSW will require 60 credit hours, compared to MSU's 36-credit program, and each core educational component will be supported by a lab or practicum experience. These differences in curriculum and delivery methods will attract different student audiences and provide students with options not available from a fully online curriculum.

- **Leveraging strength in IPE:** UMB's proposed DSW program leverages its tremendous strength in Interprofessional Education (IPE). This collaborative approach is a true strength, and a value add as it prepares future professionals to work in multidisciplinary teams, improving patient outcomes and promoting better health system functioning. Social work, by way of its training and use of a biopsychosocial model, is uniquely prepared to serve as a member of the health care team and continue to evolve as a leader in the IPE movement. While maintaining the values of the Social Work profession, we aim to include instructors from the schools of Pharmacy and Medicine (Psychiatry, Public Health) to co-teach topics such as psychopharmacology, behavioral psychophysiology, neuro anatomy and models of psychotherapy and mental health diagnoses, etc. There is evidence that behavioral health is nested within and moderates a person's physical health. Likewise, a person's physical health status influences their psychological adaptations and wellbeing. To our knowledge, no other DSW program in the country has an interprofessional training focus, which makes our program unique in its scope and educational opportunities.

- **Curriculum**: MSU's curriculum focuses on healthcare for the underserved, technology, human behavior, clinical practice, entrepreneurship, non-profit management, fundraising, workforce development, and spirituality. These courses are primarily macro-focused and aimed at population-based interventions. MSU emphasizes the historical and cultural traditions in diverse populations of color and how social institutions and policies contribute to problems such as structural racism. This differs from UMB's curriculum, which has a

broad focus with emphasis on behavioral health, advanced clinical skills, teaching, supervision, and leadership.

Attribute	UMB DSW Program	MSU DSW Program
Delivery Format	Fully in-person, weekend	Fully online
Focus Areas	Broad – Behavioral health, advanced clinical skills, teaching, supervision, leadership. Leverages UMB's strengths of Interprofessional Education	Focused on Urban - Social policy, community organizing, advocacy
Clinical	Clinical focus	Some clinical focus but primarily focused on Policy change and advocacy
Hands-on Training	Simulation and live supervision	Not specified
Credit Hours	60 credit hours	36 credit hours
Target Students	Prefer in-person, hands-on learning	Prefer online learning
Length of Degree	3 years	3 years

By offering both online and in-person programs, Maryland can cater to a diverse range of learning preferences and needs, ensuring that all students have the opportunity to succeed. Blended or hybrid models, which combine elements of both online and in-person instruction, also present a viable solution for accommodating various learning styles. These models can provide the flexibility of online learning with the structured support of in-person classes, offering the best of both worlds. In this way, Maryland can foster a more inclusive learning environment that maximizes student engagement and success across different educational settings.

Online learning is highly effective for students who excel at managing their time, setting goals, and regulating their study habits (Broadbent, 2015). These self-regulated learners are able to structure their own study schedules, prioritize tasks, and stay organized, which are crucial skills for succeeding in the less structured online environment. Without the physical presence of instructors

or classmates, time management becomes a key factor in ensuring that students meet deadlines and stay on track with course materials.

Research further highlights that learners who are intrinsically motivated—those driven by an internal desire to learn rather than external rewards—tend to engage more deeply with course content and are more likely to persist through challenges in online learning (Artino, 2010). Students who are comfortable using technology can adapt more quickly, allowing them to focus on learning rather than grappling with technical barriers (Kennedy et al. 2008). However, lack of access to technology or insufficient digital skills can be a significant barrier for some students, highlighting the need for equitable access to the necessary tools and support.

While online learning offers flexibility and independence, it may not be a learning style that will suit all students. Some learners benefit from the structured environment and real-time interactions provided by in-person classes. These students may find it easier to engage in discussions, collaborate with peers, and receive immediate feedback from instructors in a traditional classroom setting. The physical presence of peers and instructors can create a sense of community and accountability that fosters engagement and motivation.

We anticipate no negative impact on MSU's DSW program or applicant pool due to the significant distinctions between the programs, the size of the audience of prospective students, and the ability for comparable neighboring states to also host multiple DSW programs. With over 11,000 clinical social workers licensed in Maryland, there is ample demand to support both programs. By offering only one DSW program, Maryland limits opportunities for students seeking this advanced degree. In contrast, states within the Mid-Atlantic region, such as Pennsylvania and New York, host multiple DSW programs that meet diverse student needs without creating enrollment competition. This demonstrates that complementary DSW programs can effectively coexist within the same state. The national trend supports the growth of multiple DSW programs within states. Just as a single MSW program cannot meet the needs of an entire state, there is a growing need for multiple DSW programs to serve a broader range of students and professional demands.

Our goal is to join MSU in offering the full spectrum of social work degrees to serve both students and in turn citizens of the state of Maryland. By doing so, we aim to meet the educational and service needs of the state more effectively. Expanding the availability of these programs will help address the critical shortage of trained providers, particularly those who are culturally and linguistically competent, and ensure that the behavioral health workforce is better equipped to serve Maryland's diverse population. This would also allow the region to have a stronger voice in advocating for policies that support social work education and practice, leading to more effective advocacy for resources and support at the state and national levels.

2. **Provide justification for the proposed program:**

As a nationally ranked School of Social Work, we are committed to staying at the forefront of social work education by cultivating leaders who drive transformative change in both practice and policy. A school of our caliber must not only reflect excellence but also push the boundaries of innovation to maintain leadership in the field. In response to the increasing complexities of social work

practice, we recognize the imperative to expand our academic offerings with the introduction of a Doctor of Social Work (DSW) program. This program will ensure our graduates are equipped with advanced skills to address societal needs at local, national, and global levels, integrating leadership, advanced practice, and policy development to shape the future of the profession.

The University of Maryland School of Social Work (SSW), established in 1961, has grown to become one of the largest and most respected schools of social work in America. The SSW graduates over 350 MSW students each year, is the largest in the state and consistently ranked in the top 25 schools of social work in the country. Students come to our school from over 20 states, the District of Columbia, and several foreign countries. The SSW has over 80 full-time faculty members, and the publication records of our faculty indicate the high caliber and productivity of these scholars. Further, the SSW has one of the largest and strongest macro-level programs of study in the country. With the expanding need of trained social workers, the state of Maryland approved $120 million to be used for a new SSW building. Emphasizing the University's commitment to sustainability, the building will include solar panels, geothermal energy, and green space.

The UMB SSW is well positioned to be a leader in developing innovative curriculum in DSW education based on our talented faculty and robust resources, and is justified for the following reasons:

- The ongoing and evolving mental health needs of Marylanders require highly skilled doctoral prepared practitioners who can supervise, educate, and train the next generation of social workers.
- There is a clear interest and need expressed by Maryland licensed social workers for opportunities to develop administrative and leadership skills that will advance their careers while remaining gainfully employed.
- There is a need for highly trained and doctoral prepared clinical instructors/supervisors to teach in the 11 social work education programs in Maryland.
- The proposed DSW program is consistent with the mission of the University and its strategic plan to serve the citizens of Maryland.
- An alumni survey documented a significant expressed need for a clinically focused, in-person DSW program in Maryland.
- There is only one approved DSW program in the State with a focus on promoting social justice with urban populations of color. UMB has a strong clinical focus which will enhance the behavioral health of the state.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

We do not anticipate the proposed Doctor of Social Work degree at UMB will affect the implementation or maintenance of the only Doctor of Social Work program located at Morgan State University (MSU). Both institutions are committed to advancing social work education and practice; we believe our program will complement rather than compete with the existing program at MSU.

There are many opportunities for collaboration between MSU and UMB, and we believe that through collaboration and cooperation we will strengthen the social work education landscape in Maryland without impeding the progress or success of existing programs. Our interest is to support the MSU program, as each of our programs continue to establish and evolve.

We would value establishing a relationship with MSU that will support both institutions' education programs. Establishing collaborative relationships can be incredibly beneficial for educational programs. We believe that working together, sharing ideas, resources and jointly educating our students will enhance the mission of both institutions and better serve the citizens of Maryland.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Our proposed DSW program will not affect the uniqueness and institutional identities of a HBIs or impact its enrolled students in any negative way. In addition, we as a Primarily White Institution (PWI) in Baltimore City are committed to contributing to the education of anti-racist/anti-oppression skills, values, and attitudes of social work leaders, teachers, clinicians, and supervisors. We owe this to our city, our state, and our profession. We seek to be a good partner and ally to all HBIs. We recognize the critical nature of MSU's contributions in this space, and have deliberately re-focused our curriculum to avoid duplication, while addressing important workforce needs of the state. As noted previously, we are further open to collaborating in all aspects of program development and implementation and look forward to these discussions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes:

1. Describe how the proposed program was established and describe the faculty who will oversee the program.

The proposed DSW program reflects the goals of the UMB campus, the interests of our alumni, the needs of the State of Maryland, and the expertise of the school's talented faculty. UMB's SSW has educated the vast majority of licensed social workers in the state since 1961. Our expertise in clinical training positions us as a national leader in educating and training social work practitioners at the highest level. Our clinical faculty has a wealth of experience that will create a comprehensive educational program and be a model for the State and Mid-Atlantic region.

Dr. Edward Pecukonis will serve as the inaugural director of the DSW program. He is responsible for all administrative activities related to recruitment, admission, and training of students and reports to the SSW Dean. Dr. Pecukonis has over 40 years of clinical experience on the UMB campus and is a full Professor at the SSW. Dr. Pecukonis is an expert in clinical treatment methods such as CBT, DBT, motivational Interviewing, and family therapy. Notably, Dr. Pecukonis has expertise in IPE and is a co-founder of UMB's Center for Interprofessional Education. He chaired the campus task force on IPE for former UMB President and now Chancellor of University System of Maryland, Dr. Perman, and is considered a leading expert on how to incorporate social work in team-based healthcare. IPE is a critical strength of our DSW, and intentionally incorporated into the proposed

curriculum to promote effective communication with other professions and shared decision making while advocating for social justice and the well-being of our clients.

Along with other clinical faculty, Dr. Pecukonis will serve as the technical expert on course content and pedagogy. As part of the SSW planning process, Dr. Pecukonis has an advisory committee appointed by the Dean to provide curriculum guidance.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Program Objectives: Our proposed DSW program aims to:

- Assist students to integrate theory with practice methods to improve psychotherapy/social work services to individuals and families across all demographics and populations.
- Apply relevant Biopsychosocial and social work practice theories to client centered care and the process of change at the individual, family, and community level.
- Students will further develop use of self, self-appraisal, and use of self-reflection in clinical encounters to improve their ability to provide therapeutic services to diverse clients.
- Effectively assist their clients to explore and develop helpful and personalized solutions to their presenting problems.
- Assist students to develop expertise and competence in cognitive-behavioral therapy, Dialectical Behavioral therapy, motivational interviewing, interpersonal psychotherapy, EMDR and other modalities as outlined in our curriculum or of interest to the student.
- Prepare trainees to teach advance clinical social work curriculum to BSW and MSW students within a classroom setting including skills in curriculum development, effective classroom management strategies, case-based teaching methods, simulation and competency-based education strategies and assessments.
- Develop expertise in methods of individual, and group supervision, use of self and value of self-reflection in the therapeutic encounter and decision-making processes associated with psychotherapy that is rooted in evidence-based approaches and ethical principles of the social work profession.
- Students will develop skills in both quantitative and qualitative research and be able to apply these skills to the clinical setting and program management to both develop and assess community-based treatment programs and interventions.
- Students will identify and refine their leadership style and its impact on educational and clinical services to clients, students, and communities.
- Students will develop expertise and demonstrate competence in promoting social justice, health equity, embracing diversity and inclusion of all people across all social environments.
- Students will learn to use these principles in clinical, teaching, and administrative work.
- Engage students in articulating what is anti-racist, anti-oppressive, clinical education and practice in the various contexts and settings in which they work and demonstrate competence in confronting and dismantling these threats.

Student Learning Outcomes: At the end of the program, students will:

- Apply social work leadership and management skills to enhance their agency practice environments through a defined class project.
- Demonstrate leadership ability through thoughtful and respectful communication with other health care professionals that promotes effective, ethical, and safe, client centered care within their agency.
- Use leadership skills, effective communication collaboration and reduced profession centrism across interprofessional environments with diverse clients and health care providers.
- Describe biological basis of human behavior and the epigenetic interaction between endogenous and exogenous factors influencing a person's mental health.
- Use qualitative and quantitative research methods to develop a systematic inquiry of an advanced area of social work clinical practice through their capstone project.
- Apply social work research methodologies to evaluate clinical practice and use these findings to select and employ evidence-based interventions within their specific agency practice setting.
- Critically evaluate advanced-level evidence-based practices theories and their application to their specific agency-based client population they presently serve.
- Analyze complex information about social work evidence, practice skills, and interventions clearly and creatively for professional and academic audiences in written and oral formats.
- Demonstrate knowledge and understanding of the dynamic and evolving biopsychosocial sciences and the application of this knowledge to patient/client care.
- Identify, evaluate, and implement innovative and cutting-edge methods of psychotherapy and treatment to address complex social and behavioral health conditions.
- Engage clients, accurately identify presenting complaints, identify their stage of change, assess the impact of biopsychosocial factors contributing to the presenting complaint, collaboratively develop an effective intervention plan based on valid theory and/or behavioral health technology and create a plan to reduce relapse.
- Demonstrate clinical competence in mastering one form of empirically valid psychotherapy through simulation and use of standardized clients.
- Exercise an ability to promote social justice and advocate for health equity within their clinical simulations, classroom behavior with peers and within their home agency and work with their supervisees.
- Facilitate effective engagement and supervision of social workers and social work students.
- Teach the use of self-reflection and appraisal during supervision to improve client outcomes and achieve treatment goals.
- Illustrate teaching competence by designing a clinical social work course that includes a syllabus, learning objectives, readings, classroom activities, homework assignments, assessment tools.
- Demonstrate clinical teaching skills by designing and teaching a seminar series or clinical course at the SSW.

3. Explain how the institution will:

a) Provide for assessment of student achievement of learning outcomes in the program

Student learning outcomes for all dimensions of the DSW curriculum will be operationalized and assessed using exams, observational rubrics, and other objective measures. The overall goal of this assessment process is to make certain that our curriculum is preparing students for the workforce. Student learning will be assessed by each course instructor at prescribed intervals during a 15-week semester. The DSW faculty will evaluate course outcomes and student performance. In this manner, the attainment of goals and objectives for each course will be evaluated. Each student learning outcome will reflect the goals and objectives of the curriculum. In addition, all outcomes will be operationalized and measured objectively with a focus on skills and clinical competencies.

b) Document student achievement of learning outcomes in the program

Whenever possible student learning outcomes will be competency-based. The Council on Social Work Education emphasizes the importance of evidence-based practice (CSWE, 2016). Most Social Work students are introduced to evidence-based practice (EBP) models in the classroom. They are assigned readings, listen to lectures, and may become quite knowledgeable about an intervention method. However, knowledge is not equated with clinical competence, and it is rare that a student becomes an excellent clinician by only reading a textbook or listening to a lecture. In any vocation or skilled profession, a student develops competence and master's approach by practicing the skill under the careful eye of a mentor. Extensive experiential/practice opportunities within the classroom for students will be used. We will employ a teaching model that combines the best of classroom learning (acquisition of knowledge) with the best of field (experiential or hands on learning). To accomplish this goal we will employ simulation, live supervision, and debriefing with standardized patients for both skill acquisition and skill competency assessment.

A Standardized Patient (SP), or Standardized client (SC) as they are known in Social Work, is a skilled actor that is recruited and carefully trained to simulate a clinical encounter. The actor is provided with a script or set of behaviors, attitudes, and emotions to portray during the clinical encounter. The actor prepares their presentation uniformly and responds consistently across interviews and thus standardizes the format for teaching and evaluating learning. This standardized presentation assists trainees to either practice a clinical skill or be evaluated on their mastery of this skill. Our standardized clients will be scripted to portray a predetermined history and to give responses within the clinical interview that simulates a "real client." This method will allow the DSW students to ethically interview the same client sequentially with minimal deviation in the client's presentation and reaction across trainee interviews. This standardization will allow us to grade or evaluate how well a DSW student has mastered the course content. We will use standardized clients to teach trainees in a developmental manner and to assess proficiency/ competency/ mastery of a particular clinical skill following a training sequence or course.

Simulation and Debriefing: Consolidation of clinical learning derived from simulated encounters with standardized clients is best accomplished by "debriefing." Paliganas and colleagues (2016), suggest that debriefing is the most critical dimension of simulation. It allows not only for feedback about what happened during the interview but also encourages trainees to reflect on internal

experiences including perceptions, thoughts and emotions encountered during the interview. These factors help consolidate learning. In addition, the trainee receives direct feedback from the instructor, peers, and the simulated client.

Live Supervision: A key feature to our curriculum model incorporates live supervision where the instructor watches and provides guidance to DSW students interviewing a standardized client during a simulated interview. The instructor/supervisor watches through a one-way mirror or via visual aid (TV camera positioned in the interview room) with the ability to communicate with the trainee via earpiece and microphone. The student in turn utilizes this live supervision to develop and refine specific skills being taught. Live supervision is valued for its ability to provide immediate feedback, increase self-awareness, and improve clinical skills. When possible and appropriate to the course structure, live supervision with standardized clients in a simulation format will be used to teach skills and assess student learning.

Developing clinical simulations: Theories of adult learning will guide the construction, application and evaluation of clinical simulation and the use of standardized clients (Palaganas et al., 2016). The process of creating valid and instructive simulation cases is not only time consuming but critical to the live supervision process and assessing student learning. The simulation case must be believable, detailed, and of interest to the trainees. Case histories used by the actors include descriptions of symptoms, clinical presentation, mood, body language, and motivation for each simulation. Written objectives for the simulation are developed and shared with the standardized actor. The goal is to anchor the standardized client's presentation and reactions during the simulation to these learning objectives. Thus, actors or simulated clients must be oriented to the training process and be prepared to portray the client in a believable manner. Training of standardized clients occurs prior to each simulation that includes a detailed case discussion, along with outlining the objectives of the training and how the client might react to a wide range of trainee responses. The standardized client(s) then practice these portrayals prior to meeting with trainees.

Qualifying exam: A student will achieve Candidacy after passing a comprehensive examination offered after completing Year 1 and 2 of classroom academic requirements with a GPA of 3.0. or better. This examination may require both a written exam, demonstration of clinical skills via simulation, and/or oral examination by the DSW faculty. This comprehensive examination will be scheduled during the summer months between Year 2 and 3. All written examinations will be read by two DSW faculty who will grade the exam as meeting requirements (pass) or not meeting requirements (fail). Students who do not pass this examination will not be enrolled for their third and final year of training until a passing grade is obtained for the comprehensive exam. Students who initially fail this exam will have one additional opportunity to meet this requirement prior to dismissal from the program. After achieving candidacy, the student's primary task will be to complete, present, and defend their capstone project. It is expected that students will have met all requirements for graduation by the completion of the spring semester of their third year of matriculation.

Capstone Project: Throughout their matriculation, students will work on an original and comprehensive Capstone Project which integrates the knowledge and skills they have developed, strengthened, and refined throughout the course of the program. This project should position students as collaborative leaders, contributing new ideas, frameworks, or services to their area of

focus in the realms of clinical education, leadership, and/or practice. Students will work on their Capstone Project supported by a team of at least two advisors: one of whom will be faculty affiliated with the SSW, and another who is deeply engrained in the community connected to each student's area of focus.

There are three options for the format of Capstone Projects that students may choose:

1. The creation of an interactive web-based training that disseminates innovative clinical knowledge and learning opportunities in their area of focus.
2. First-authorship of a scholarly paper published (or publishable) in an academic journal that contributes new clinical discourse in their area of focus.
3. Development and (initial) implementation of a new program designed to address unmet needs within their area of focus and that contributes to individual or community healing, wellbeing, or access to knowledge in the clinical realm.

Each student, in consultation with their faculty and community advisors, will seek approval for their Capstone Project from the DSW Director. Students will submit a brief overview of the project that includes: an outline of the proposed project, an explanation of the needs addressed by the project, its alignment with social work values and principles, potential impact and significance, and benchmarks of success that can be used for evaluation of the project at the culmination of the DSW program. As part of the Capstone Project each student will present their project and its impact within a colloquium. Presentations will focus on the collection of work they've undertaken during their time in the DSW program including how they have incorporated a Justice, Equity, Diversity, and Inclusion (JEDI) lens in their work, sharing and disseminating accomplishments and learning derived from their Capstone Project; and sharing their plans as they move this work forward. Additionally, the Capstone Project will promote an exercise in self-reflection where students are challenged to dig deep and explore any feelings of discomfort that arise surrounding challenging concepts. Students should challenge themselves by asking: What will it cost to change? What will it cost to stay the same? What does it mean to have courage in this context, and how will this enrich the journey to become a better social work clinician?

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

The DSW will require the completion of 60 credit hours that can be completed over a three-year period. The components of the proposed curriculum are as follows:

> ***Advanced Clinical Practice Theory and Methods Series***
> SWCL 800: Advance Clinical Practice Theory: Historical Perspectives and Current Contexts
> SWCL 801: Neuro-biological Basis of Human Behavior
> SWCL 803: Psychopharmacology and Complimentary Therapeutics
> SWCL 804: Foundational Clinical Practice Models
> SWCL 809: Innovations in Clinical Practice
> SWCL 812: Integrating Clinical Practice Models
> SWCL 818: Integration Seminar and Case Presentation
> SWCL 821: Simulation and Case Consultation Lab

Teaching Pedagogy Series
SWCL 813: Social Work Teaching and Training Pedagogy: Theory and Practice
SWCL 817: Social Work Course and Curriculum Design Lab

Leadership Development Series
SWCL 811: Leadership Styles in Social Work Practice Lab

Supervision Methods Series
SWCL 805:   Supervision and Mentorship
SWCL 810: Supervision and Mentorship Lab

Justice Equity, Diversity, and Inclusion Series
SWCL 806: Equity, Diversity and Inclusion in Social Work

Research Methods Series
SWCL 802: Philosophy of Science in Social Work
SWCL 807: Publication and Grant Writing Lab
SWCL 814: Research Methods/Qualitative Approaches
SWCL 819: Research Methods/Quantitative Approaches

Innovation and Impact (Capstone) Project Series
SWCL 815: Capstone Development Lab
SWCL 816: Capstone Project Seminar
SWCL 820: Capstone Project Seminar

The curriculum consists of six major curriculum areas, along with a capstone project. Each series includes at least one laboratory or "lab" course. Our lab courses are designed as practical, experiential seminars where students can focus deeply on the application of their learning in a setting that emphasizes hands on learning, community engagement, and/or novel content development as part of a community of learning.

Candidacy Requirements: A student will achieve Candidacy after successfully passing a comprehensive competence simulation/examination that is offered after the completion of the first two years of classroom learning with a GPA of 3.0. or better. This examination may require both a written exam, demonstration of clinical skills via simulation and/or oral examination by the DSW faculty. This comprehensive examination will be scheduled during the summer months between Year 2 and 3. All written examinations will be read by two DSW faculty who will grade the exam as meeting requirements (pass) or not meeting requirements (fail). Students who do not pass this examination will not be enrolled for their third and final year of training until a passing grade is obtained for the comprehensive exam. Students who initially fail this exam will have one additional opportunity to meet this requirement prior to dismissal from the program. After achieving candidacy, the student's primary task will be to complete, present, and defend their capstone project. It is expected that students will have met all requirements for graduation by the completion of the spring semester of their third year of matriculation.

Capstone Project: Throughout their matriculation, students will work on an original and comprehensive Capstone Project theme which integrates the knowledge and skills they have developed, strengthened, and refined throughout the course of the program. This project should position students as collaborative leaders, contributing new ideas, frameworks, or services to their area of focus in the realms of clinical education, supervision, and/or practice. Students will work on their capstone supported by a team of at least two advisors: one of whom will be faculty affiliated with the SSW, and another who works within a community consistent with each student's area of focus.

There are three options for the format of Capstone Projects that students may choose:

1. The creation of an interactive web-based training that disseminates innovative clinical knowledge and learning opportunities in their area of focus.
2. First-authorship of a scholarly paper published (or publishable) in an academic journal that contributes new clinical discourse in their area of focus.
3. Development and (initial) implementation of a new program designed to address unmet needs within their area of focus and contribute to individual or community healing, wellbeing, or access to knowledge in the clinical realm.

Each student, in consultation with their faculty and community advisors, will seek approval for their Capstone Project from the DSW Director. Students will submit a brief overview of the project that includes: an outline of the proposed project, an explanation of the needs addressed by the project, its alignment with social work values and principles, potential impact and significance and benchmarks of success that can be used for evaluation of the project at the culmination of the DSW program. As part of the Capstone each student will present their project and its impact within a colloquium. Presentations will focus on the collection of work they've undertaken during their time in the DSW program including how they have incorporated a Justice, Equity, Diversity, and Inclusion (JEDI) lens in their work, sharing and disseminating accomplishments and learning derived from their Capstone Project; and sharing their future plans as they move this work forward. Additionally, the capstone project will promote an exercise in self-reflection where students are challenged to dig deep and explore any feelings of discomfort that arise surrounding challenging concepts. Students should challenge themselves by asking: What will it cost to change? What will it cost to stay the same? What does it mean to have courage in this context, and how will this enrich the journey to become a better social work clinician?

Typical Plan of Study DSW Year 1 through Year 3

The DSW program is full-time with all courses taught in-person and for one weekend (Friday, Saturday, and Sunday) per month spanning each fall and spring semester for a total of 10 months. Students will also participate in three weeklong summer intensive two (2) credit courses occurring prior to each fall semester. All full-time students will complete three (3) courses per semester for a total of nine (9) credits. Students will complete a total of 20 credits each year of the program that includes the two-credit weeklong summer intensive requirements. As this is a cohort program, students will complete the following course work in sequence with their assigned/admitted cohort. This structure will help to create a powerful learning community for students. Course numbers are

for demonstration purposes only and may need to reflect registrar's preferred structure upon approval of the DSW program.

DSW - Three Year Plan of Study		
Year 1: Weeklong intensive summer seminar series (2 credits)*SWCL 806: Justice, Equity, Diversity and Inclusion*		
Year 1: Fall Semester		
Course number	**Course Name**	**Credits**
SWCL 801	Neuro-Biological Basis of Human Behavior	3 credits
SWCL 800	Advanced Clinical Practice Theory: Historical Perspectives and Current Contexts	3 credits
SWCL 802	Philosophy of Science in Social Work	3 credits
Year 1: Spring Semester		
Course Number	**Course Name**	**Credits**
SWCL 803	Psychopharmacology and Complimentary Therapeutics	3 credits
SWCL 804	Adapting Foundational Models for Clinical Practice	3 credits
SWCL 805	Supervision and Mentorship	3 credits
Year 2: Weeklong intensive summer seminar series (2 credits) SWCL 807: *Publication and Grant Writing Lab*		
Year 2: Fall Semester		
Course number	**Course Name**	**Credits**
SWCL 809	Innovations in Clinical Practice	3 credits
SWCL 810	Supervision and Mentorship Lab	3 credits
SWCL 814	Research Methods: Quantitative Approaches in Clinical Social Work Practice Settings	3 credits
Year 2: Spring Semester		
Course Number	**Course Name**	**Credits**
SWCL 812	Integrative Practice	3 credits
SWCL 813	Social Work Teaching and Training: Pedagogical Theory and Practice	3 credits
SWCL 819	Research Methods: Qualitative Approaches in Clinical Social Work Practice Settings	3 credits
Year 3: Weeklong intensive summer seminar series (2 credits) SWCL 815: *Capstone Project development*		
Year 3: Fall Semester		
Course number	**Course Name**	**Credits**
SWCL 818	Integration Seminar/ Case Presentation	3 credits
SWCL 817	Course and Curriculum Design Lab	3 credits
SWCL 816	Capstone Project Seminar	3 credits
Year 3: Spring Semester		
Course Number	**Course Name**	**Credits**
SWCL 811	Leadership and Mentoring Lab	3 credits
SWCL 821	Simulation and Case Consultation Lab	3 credits
SWCL 820	Capstone Project Seminar	3 credits

Advanced Clinical Practice Theory and Methods Series

- **SWCL 800: Advanced Clinical Theory: Historical Perspectives and Current Contexts (3 credits)**
  This course will examine personality development in terms of behavior, emotions, and cognitions and how these interrelated constructs influence present adaptations and the process of change for clients. Students will explore the underlying values, assumptions, methods, and research evidence for each practice theory. The focus of this class will be on theories that were prominent during the early and mid-twentieth century, through selections of original contributions from id or drive psychology, attachment, ego psychology, object relations, self-psychology, family systems, behavioral, narrative, cognitive/behavioral therapy, NMT and interpersonal neurobiology. Drawing primarily from original sources, students will consider key assumptions, constructs, and propositions of each theory in terms of its congruence with social work's principles, values, and mission, as well as its application and relevance to the identities and experiences of the communities and contexts of which each student is a part.

- **SWCL 801: Neuro-Biological Basis of Human Behavior (3 credits)**
  This course will provide an overview of the neurobiology shaping behaviors that inform clinical social work practice. Students will explore the impact of genetics, neuroanatomy and physiology in the etiology of emotional disorders and behavior. The course will review basic neuroanatomy, behavior physiology, and neurodevelopment. The course explores the mind and body connection in moderating a person's mental health and psychological wellbeing. Special attention will be given to the Neurosequential Model of Therapeutics and trauma theory including the NMT metrics of sensory integration, self-regulation, relational function, and cognition. This course will be co-taught by interprofessional faculty.

- **SWCL 803: Psychopharmacology and Complimentary Therapeutics (3 credits)**
  This basic course in psychopharmacology will be co-taught by faculty from the Schools of Social Work and Pharmacy. Students will be introduced to the basics of pharmacotherapy addressing the more common DSM-5 diagnoses. Key medications with their clinical indications, symptom management, and dosage will be addressed. Students will be introduced to commonly used medications to treat mood disorders, anxiety, PTSD, personality disorders and schizophrenia. The course will emphasize the mechanism, action, contraindications, interactions with other medications and side effects of each class of medications. This course will require the completion of SWCL 801 as a prerequisite. The sociocultural context relevant to psychopharmacological interventions including access, demographic disparities, cultural beliefs about medication, and their use as a complement to psychotherapeutic interventions will also be discussed. *This course will require the completion of SWCL 801 as a prerequisite.*

The Advanced Clinical Methods Series will build on the earlier curriculum content that explores JEDI as a grounding framework for practice, focusing on concrete skills for working alongside

individuals and communities in a clinical context. The first two courses in this series will provide an opportunity for students to explore in-depth a framework or clinical modality of interest to them, and apply it to their own area of focus, with an emphasis on understanding the context in which the model developed, the core skills and interventions associated with it, and the ways in which those skills translate to their practice area. The final course in the series will build on that knowledge and support students in exploring and applying clinical interventions in an integrative, culturally responsive framework that is specifically adapted to meet the unique needs of the communities in which they work. Throughout each of these courses, students will analyze the pros and cons of each clinical modality, including discussion of the ways in which multiple forms of oppression manifest in therapy and clinical practice. Students will learn how to embrace an antiracism approach to reach level of competency that promotes safety and prevents harm coming to those they desire to help, exploring the ways in which they can be an active force in improving clinical frameworks and modalities to be more anti-racist, anti-oppressive and inclusive.

- **SWCL 804: Adapting Foundational Models for Practice (3 credits)**
  In this seminar-style course, students will explore in depth the three major psychotherapeutic frameworks that have historically guided clinical work in the United States: psychoanalysis/ psychodynamic/ relational, behavioral, and cognitive models. Students will examine the origins of these modalities, including the experiences of the creators and the sociopolitical context in which these techniques emerged, and the core therapeutic skills and interventions associated with their implementation will be demonstrated and practiced. Students will also explore the ways in which these modalities have either hindered or cultivated justice, equity, diversity and inclusion and learn how to recognize and embrace an ARAO approach in clinical practice. While these modalities have been utilized for quite some time, students will explore innovative platforms through which they are or could be delivered (for example using telehealth platforms, web or phone-based applications, and other mechanisms that might expand access to behavioral health services). Individually or in collaborative teams, students will choose a specific framework connected to one of these three streams of psychotherapy, concentrating on its application within their own area of focus or population of interest. Application should explore any needed adaptations and/or innovations to better meet the needs of the population or communities with which they work. Each student will create and present a case conceptualization, a simulated demonstration video implementing the skills associated with their chosen modality and identify questions or topics for consultation and discussion amongst course participants.

- **SWCL 809: Innovations in Clinical Practice (3 credits)**
  In this seminar-style course students will use the same framework of exploration, inquiry, and application/simulation to engage with a variety of clinical modalities that have developed as part of a "third wave" or move toward more integrative practice models that attempt to center concepts like meaning making, trauma-informed care, individual and collective narratives, cultural humility, critical consciousness, mindfulness, relationship skills, the brain-body connection, and/or values-centered action. This includes models such as Narrative Therapy, Dialectical Behavior Therapy, Motivational Interviewing, Acceptance and Commitment Therapy, Schema Therapy, Eye Movement Desensitization and Reprocessing Therapy, Internal Family Systems Therapy, Healing Circles, and culturally

rooted/indigenous therapeutic practices. Individually or in collaborative teams, students will choose a modality in which they would like to develop deeper knowledge and skill, concentrating on its application within their own area of focus or population of interest. Application should explore any needed adaptations and/or innovations to better meet the needs of the population or communities with which they work. Specifically, students will be challenged to explore how such adaptations and/or innovation can cultivate antiracism, justice, equity and inclusion. Each student will create and present a case conceptualization; a simulated demonstration video implementing the skills associated with their chosen modality and identify questions or discussion topics for consultation and discussion amongst course participants.

- **SWCL 812: Integrative Practice (3 credits)**
  Traditionally, clinical education has focused on the provision of therapeutic services through specific frameworks or modalities. However, in practice most clinicians develop their own style of integrating clinical tools, philosophies, and interventions to fit the unique and diverse needs of the individuals and communities with whom they work (Zarbo et al., 2016). Openness to integrative, flexible, culturally responsive practice is in line with efforts to decenter more rigid western-colonial perspectives and meet the unique needs of each person or community in their specific context. This course will explore different frameworks for integrative practice and give students the opportunity to consider and articulate what aspects of different traditions, tools, and evidence-supported frameworks might be most helpful in their own area of focus or population of interest. As part of this course, students will research different aspects of effective practice within their specific area of focus including multiple forms of evidence: scholarly research, clinical trainings, and community voices, feedback, and narratives. Each student will develop a training guide, demonstration video, or scholarly paper focused on the application and adaptation of clinical modalities within the sociocultural context of the communities or populations they work alongside, with an emphasis on integrative person or community-centered practice.

- **SWCL 818: Integration Seminar and Case Presentation (3 credits)**
  This course will engage students in progressively higher-level critical thinking and clinical decision making using a case-based approach along with simulation. This seminar will allow students to integrate their DSW academic course work with clinical experiences from their employment sites and work with their own clients. These seminars will emphasize not only the application of theory to clinical encounters, but also enhance the process of self-reflection, self-awareness, use of self and application of ethical principles including anti-racism and anti-oppression principles within their practice. Students will present and discuss client cases, their diagnoses, theoretical conceptualization of the presenting problems, treatment planning and specific interventions used. The group will provide feedback and assist in formulating effective interventions. Students will learn methods of effective consultation both in-person and using telehealth care devices. Students will learn the process of effectively triaging clients for services, identifying potential risks (health/behavioral health) develop skills in safeguarding risk, promoting safety plans and appropriate documentation of each case. Simulation and role play of client encounters will be used.

- **SWCL 821: Simulation and Case Consultation Lab (3 credits)**
  Clinical Social Work practice involves not only working with individuals and families but also working alongside other professionals (working interprofessionaly) in the care of your clients. Effective interprofessional collaboration, teamwork and communication is necessary. This course will discuss how to conduct short term consultative services, telehealth services, provide written and verbal feedback of assessments, and how to craft helpful recommendations for colleagues in support of clients well-being.

Teaching Pedagogy Series

- **SWCL 813: Social Work Teaching and Training: Pedagogical Theory and Practice (3 credits)**
  The aim of this course is to provide students with the basic foundation and advanced knowledge of the theory and practice of social work teaching. The course focuses on the theoretical and technical aspects of delivering social work education. The main focus of the course is to create, to the extent possible, the simulation of real-world teaching situations designed to help students develop their *teaching practice* through a process of critical reflection, integration, and application. The development of teaching skills is a critical focus of the course. The course covers social work teaching at both the BSW and MSW levels. The course includes theories of **andragogy** and reflective practice, curriculum development, teaching methodologies and techniques, general classroom activity, assessment and evaluation of students, testing methodology, ethical considerations, and professional academic development at BSW and MSW levels of social work education. Readings are drawn from social work education literature as well as from interprofessional perspectives, including teaching and learning in higher education.

- **SWCL 817: Course and Curriculum Design Lab (3 credits)**
  This second teaching course will be a practicum experience for DSW students. Students will be assigned to create and implement a social work training seminar or course at their employment site or through the SSW. For example, Students may guest lecture in an appropriate SW course and provide at least one three-hour lecture on a topic reflecting their clinical specialty of interest. Lectures will be designed and discussed within the classroom format and will be implemented during the semester. Each student teaching activity will be observed by the instructor or videotaped for review along with detailed feedback of their teaching session. This course will be focused on the application and practice of teaching social workers and the activities this entails.

Leadership Development Series

- **SWCL 811: Leadership Lab (3 credits)**
  This course is designed to assist students in developing a personal philosophy and approach to leadership. The course will introduce historical and current theories on leadership, reflect on the various contexts in which leadership skills are exercised and consider leadership practices in multicultural environments. While there are many models of leadership development and practice, there is growing concern that we are amid a leadership crisis: the need and intensity for health and human services is increasing while leadership talent is

declining. The health and performance of the human services sector depends upon equitably equipping potential, emerging, and current leaders with relevant, meaningful, and impactful leadership skills. This course will align and interconnect leadership theory and development with leadership practice in the real world at the individual, relational and collective, and organizational levels.

Supervision Methods Series

- **SWCL 805: Supervision and Mentoring (3 credits)**
  This course will explore the principles, structures and practice of supervision, consultation, and mentoring in Clinical Social Work across the continuum of professional development. Students will explore a variety of supervisory approaches and the theoretical concepts underlying these approaches while learning how to integrate these styles in their work with students and supervisees. Models of individual and small group supervision will be demonstrated, practiced and discussed in detail. Issues of how to teach and mentor supervisees within a community setting will be discussed. Simulation of clinical supervision with standardized clients across academic and community settings will be employed by students as they discover their preferred approaches to supervision. Students will use exercises on self-awareness, reflective supervision, and learn to employ JEDI principles introduced in the introductory intensive weeklong course on the same topic.

- **SWCL 810: Supervision Mentoring Lab (3 credits)**
  This second supervision course will be a practicum experience for DSW students. Students will be assigned to supervise a group of social work students working within their field placement. A second option will be for DSW students to use their employment environment to employ their supervision strategies. The goal is for students to apply their learning with actual social work trainees/workers, present these experiences to the group, obtain feedback to improve this supervisory experience. At least one supervision session will be videotaped for discussion and evaluation.

Justice Equity, Diversity, and Inclusion Series

- **SWCL 806: Equity, Diversity and Inclusion (2 credits)**
  In this weeklong intensive course, students will experientially engage with values, principles, concepts, and frameworks that facilitate justice-oriented, equitable, inclusive practice which recognizes the diversity in experiences and identities among the individuals and communities we work alongside. This will include a deep analysis of the impact of ideologies that sustain racism and other forms of oppression, how these *isms* manifest and endure, and how they impact individuals living within systems of power and privilege across micro and macro levels. Students will be introduced to the Social Change Ecosystem (Iyer, 2017), utilizing this framework to analyze the ways in which they can organize for lasting social change within their own sphere of practice in an effort to create a more equitable and just society. They will also engage with anti-racist anti-oppressive (ARAO) lenses, intersectionality, and Restorative Practices as approaches to clinical work in line with JEDI values. This will include examination of the clinical discourse on both conscious and unconscious bias, self-awareness, awareness of privilege, identity formation, the role of

advocacy and a justice orientation in clinical work, and affirming, culturally responsive practice. At the culmination of the course, students will develop an ARAO vision for their practice, creating a plan, statement, or vision board, articulating their own JEDI-oriented values and goals that will serve as an anchor and guide throughout the DSW program.

Research Methods Series

- **SWCL 802: Philosophy of Science in Social Work (3 credits)**
  This course examines the assumptions, history, and development of scientific methods within social work. The course will cover methods of scientific inquiry and how knowledge is accumulated and validated. Students will explore how theory is constructed and its importance in explaining and predicting behavior. The course provides an in-depth exploration of ontological and epistemological foundations within social work and behavioral sciences. Discussion of theory development and construction along with methodological approaches to testing theory will be explored. Students will discuss important controversies within the field of philosophy of science, the role of values in research and methodological strategies along with the limitations of measurements used in the social sciences. The course will identify and evaluate the building blocks of social science - definitions and concept-formation, descriptive strategies, traditions of interpretation, measurement of variables, strategies of inference, ethics and Forms of explanation of findings.

- **SWCL 807: Summer Weeklong Intensive Seminar Series Year 2: Publication and Grant Writing Lab (2 credits)**
  This weeklong workshop will provide students with the necessary information to outline and write a publishable paper, including the selection of a topic, target audience, and appropriate journal. Students will develop skills in organizing content and preparing for the review process. Emphasis will be placed on the development of a literature review for publication in one's area of expertise/interest. Each student will be required to start or complete a paper that expands on work done for a practice course or that reflects their interest and supports the student's clinical practice and/or Capstone project (e.g., a traditional case study or a single system design study).

- **SWCL 814: Research Methods: Quantitative Approaches in Clinical Social Work Practice Settings (3 credits)**
  The purpose of this course is to cover the essential concepts of quantitative research methods. This course will focus on research ethics, building a conceptual framework, question and hypothesis formulation, research design, sampling, level of measurement for variables and scale construction. Students will learn how to design research related to social work practice. The course will review the selection and development of outcome measures, intervention manuals, and fidelity measures as appropriate. It will closely examine the use and development of practice guidelines, evidence-based practice, and meta-analytic procedures. Each student will identify a substantive research area related to clinical practice and logical steps toward formulating key research questions. Aspects of conducting literature reviews leading to the articulation of a substantive research area will be taught.

- **SWCL 819: Research Methods: Qualitative Approaches in Clinical Social Work Practice Settings (3 credits)**
  This course will provide an overview of six types of qualitative research approaches widely used in social work inquiry: 1) content analysis, 2) template analyses, 3) grounded theory, 4) participatory action research, 5) Indigenous and decolonizing methods and 6) immersion approaches. These methods illustrate key differences in research purposes, epistemologies, ethics, and methods. In general, the course will provide an exploration of foundational qualitative research methods and strategies. Students will be introduced to ontological, epistemological structures and theoretical assumptions underlying these methods. Students will learn how appropriately apply these methods with particular emphasis on use within the clinical setting. Students will learn how to both acknowledge and document the lived experience of participants.

Capstone Project Series:

- **SWCL 815: Summer Weeklong Intensive Seminar Series Year 3: Capstone Development Lab. (2 credits)**
  This course is focused on developing an idea for their final capstone project. This pro-seminar will encourage students to discuss, research and present their proposals for the capstone project. The instructor will provide instruction and consultation to each student around their area of interest and assist them to formulate a project that is clearly defined and doable within the period allocated. By the end of this seminar, students are expected to have a solid draft of their proposal.

- **SWCL 816: Capstone Project Seminar (3 credits)**
  This second seminar will be dedicated to the refinement and submission of their capstone proposal and the initiation of their proposed project including clear documentation of goals and objectives, procedures and methods, expected outcomes, and timeline for completing the project. Each proposal will be presented to the class who will provide feedback and suggestions.

- **SWCL 820: Capstone Project Seminar (3 credits)**
  This seminar is the culmination of the capstone project and a student's last step before being certified for graduation. The first half of the class will be dedicated to assisting students to complete and write up their capstone project. The second half of the class each student will make a formal presentation of their project along with comments about their struggles, learning, and future directions of this interest. These presentations along with the student's defense of their findings and/or accomplishments will be graded (pass/fail)

5. **Discuss how general education requirements will be met, if applicable.**

There are no general educational requirements necessary for this doctorate degree. All courses are at the graduate level and assume all general educational requirements have been met and are reflected in their undergraduate transcripts.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The Council on Social Work Education (CSWE) is the accrediting body for social work programs. Due to the relative newness of DSW programs, CSWE only recently (June 2020) drafted and is now actively piloting these guidelines. We have consulted with CSWE and incorporated these draft guidelines within our proposal. We will seek accreditation when CSWE formally adopts accreditation standards and establishes an accreditation process for DSW programs. Our program of study is in line with the proposed national guidelines.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

This is not applicable to the present degree program.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

The SSW maintains up-to-date information of its degree programs on its' website (https://www.ssw.umaryland.edu). Once approved, the DSW curriculum will be made available on the SSW web page. As with other educational programs, we will list information on the DSW curriculum, course descriptions, degree requirements, and cost of education. The website also has links to information about the learning management system, support services, and financial aid. We affirm that the same information will be available for prospective and existing students in the proposed DSW in social work.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The SSW affirms that all advertising, recruiting and admissions materials will accurately represent the DSW in Clinical Social Work.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

There are no articulation agreements related to this program.

I. Adequacy of Faculty Resources

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

The following full-time and adjunct faculty are eligible to teach in our proposed DSW curriculum. In addition, the weekend structure of the DSW program will not compete with instructional support with the MSW program and allow us to contract with national experts to provide instruction for our doctoral students as appropriate. This table documents the vast amount of clinical and teaching experience our world class faculty possess. The list of courses next to a faculty member's name indicates their qualification to teach this content.

Faculty member	Title and Appointment	Status	Terminal Degree	Field of Study	Courses Qualified to teach (by course number)
Edward Pecukonis	Professor and DSW Director	Full time Tenured	Ph.D.	Social Work	SWCL: 804, 807, 809, 812, 815, 820, 816, 821, 818
Samantha Fuld	Assistant Professor	Full time Non- Tenured	DSW	Social Work	SWCL: 800, 809, 812, 806, 815, 820, 816, 818
Geoff Grief	Professor	Full time Tenured	Ph.D.	Social Work	SWCL: 813, 817, 815, 820, 816, 818
Bruce DeForge	Associate Professor	Full time Tenured	Ph.D.	Sociology	SWCL: 807, 814, 819, 802
Karen Hopkins	Professor	Full time Tenured	Ph.D.	Social Work	SWCL: 811
Megan Meyers	Associate Professor	Full time Tenured	Ph.D.	Social Work	SWCL: 811
Paul Sacco	Associate Professor	Full time Tenured	Ph.D.	Social Work	SWCL: 814, 819
Joan Pittman	Clinical Associate Professor	Full time Non- Tenured	Ph.D.	Social Work	SWCL: 805, 810, 815, 820, 816

Neijma Celestine-Donnor	Associate Dean for DEI and Clinical Instructor	Full time Non- Tenured	JD	Social Work/ Law	SWCL: 806
Peter Smith	Clinical Instructor	Part Time Non- Tenured	Ph.D.	Social Work	SWCL: 804, 818
Jeff Singer	Adjunct III	Part time Adjunct	MSW	Social Work	SWCL: 802
Mellisa Edmondson-Smith	Associate Professor	Full time Tenured	Ph.D.	Social Work	SWCL:815, 820, 816, 818
Erika Lewis	Assistant Professor	Full time Tenure track	Ph.D.	Social Work	SWCL: 806, 804, 809, 812, 815, 820, 816, 821, 818
Faculty TB hired	Associate or Professor	Full time Non- Tenured	SWCL	Social Work	SWCL: 801
Faculty TB hired	Associate or Professor	Full time Non- Tenured	SWCL	Social Work	SWCL: 803

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced based best practices.

The SSW has a structured process for training teaching faculty and ensuring effective instruction occurs in the classroom that is responsive to student need and interest. Educational activities at this training level are competency-based and involve student/trainee involvement at all levels. The SSW will establish a curriculum committee for the DSW program consisting of fully elected faculty and staff along with two student representatives. This committee will provide guidance to the administration and input to course offerings and andragogy.

The SSW and the UMB campus use the Blackboard Learning Management System for both online and in-person courses. Blackboard is a comprehensive learning management system that houses all course content provides a platform for discussion and live collaboration and teaching via zoom, voice thread and blackboard collaborate. All lectures are posted on Blackboard via voice thread software and made available to students at their convenience.

Based on Quality Matters standards, UMB promotes use of a rubric which details the best practices for classroom and distance education; this rubric helps faculty, and instructional designers create the courses; assesses the readiness of the course and ensures that all courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies coordinated by the SSW Idea team and reflect best practices for higher education that include:

- Course overview, introduction of course material to the students along with classroom management approaches
- Course organization and design using simulation and standardized clients
- Learning Objectives (competencies) that are clear, objective and measurable
- Instructional Materials including the selection of manualized approaches
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement) to assure student competence and readiness for practice
- Course Technology
- Learner Support offered by both the SSW and campus

J. Adequacy of Library Resources

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

University of Maryland Health Sciences and Human Services Library (HSHSL)
The University of Maryland Health Sciences and Human Services Library (HSHSL) serves as a hub for collaboration and learning on the UMB campus and is one of the largest health sciences libraries in the United States both physically and by collection size. Opened in 1998, the HSHSL building is fully equipped with Wi-Fi and has seating for over 900 users including 41 group study rooms, three computer classrooms, an Innovation Space that includes 3D printers, a presentation and production studio, art gallery, and technology-enhanced meeting and collaboration spaces. The HSHSL website (www.hshsl.umaryland.edu) provides access to a range of resources and services.

The library provides access to 108 databases, 4,737 e-journals, 17,669 e-books, and maintains a collection of 144,416 print books and 7,586 archival print journals. Through the library's interlibrary loan and document delivery services, faculty, staff, and students may acquire articles and other resources not available through the library's collections. The HSHSL also provides access to the UMB Digital Archive, an open access university repository hosting university created research including white papers, research posters, and more.

The HSHSL has a track record of innovative and user-centered services. With a team of 26 faculty librarians and 28 library staff, the HSHSL serves UMB's 6,900 students and over 8,000 faculty and staff members in the schools of dentistry, medicine, nursing, pharmacy, social work, and graduate studies. The library also provides access and services to the University of Maryland Medical Center (UMMC) and other affiliated institutions. The library's suite of research services is available for all programs on campus, and includes research and publication strategy consultations, systematic review and expert literature searching services, research impact assessment, public access policy compliance review, and other research services as requested. The library's Center for Data and Bioinformation Services offers consultations and workshops on data access, management, and sharing, as well as support for bioinformatics research, including information on high throughput sequence analysis, DNA, RNA, protein data resources, and research computing.

The HSHSL is home to the National Network of Libraries of Medicine (NNLM) Region 1, an outreach program of the National Library of Medicine, whose mission is to advance the progress of medicine and improve public health and access to health information. The HSHSL has held this competitive and prestigious grant funded designation for over 35 years. In 2021, the HSHSL was also selected to host the NNLM Network Web Services Office (NWSO), which develops and maintains web services for all seven NNLM Regions and other NNLM centers. Through its outreach programming the NNLM Region 1 and the HSHSL regularly reach over 3,000 community members and unaffiliated groups through free workshops, exhibits, and presentations on topics including health literacy, data management, and citizen science.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

UMB, located on 65 acres in downtown Baltimore is comprised of six professional schools - Social Work, Medicine, Nursing, Dentistry, Pharmacy, Law, and an interdisciplinary Graduate School. In combination, the schools enroll approximately 6,667 students. Also located on campus is the UMMC that provides physical and mental health services to city residents, particularly individuals who live in West Baltimore. The Health Sciences Library, completed in 2000, is a state-of-the-art regional medical library center with a fully computerized management information system and computerized information retrieval and distance education systems.

The SSW has grown to become one of the ten largest schools of social work in the country. Currently ranked 24 by *U.S. News & World Report* (2024), the SSW is part of a vibrant community and a thriving professional school campus. The SSW has been ranked as high as 5th in the nation in publication productivity (Ligon & Thyer, 2001). The MSW program has produced more than 350 graduates per year. In collaboration with other professional schools, the SSW offers dual-degree programs in Public Health, Law, Jewish Studies, and Business Administration.

UMB is currently designing **a new 127,000 square foot facility for the School of Social Work in downtown Baltimore**. The $121M project will consolidate all programs into one building and it will be the most sustainable building on the UMB campus incorporating biophilic design, photovoltaic panels, and a minimal carbon footprint. The building is comprised of over 14,000 square feet of classroom and instructional spaces, media labs, and simulation rooms. The building design includes a prayer space, a lactation room, various lounges, and informal learning spaces to support the school of social work community. Construction is anticipated to begin in December 2024, and the anticipated completion date is August 2027.

The MSW program offers courses off campus, serving the Eastern Shore, Cumberland - a community in Western Maryland, and Shady Grove- a suburb accessible to Washington DC, south-central Maryland, and Northern Virginia. The SSW has over 300 field placement sites. Although concentrated in the Baltimore/Washington metropolitan area, which is rich in health facilities and health advocacy and policy organizations, placements are available in the rural areas of the Eastern Shore, Western Maryland, and South-Central Pennsylvania. Specialized MCH placements for

Advanced Curriculum students include, the MCH Services Cluster at University of Maryland Medical Systems (UMMS), the UMMS Maternal and Pediatric AIDS Clinic; the Adolescent AIDS Clinic at the Johns Hopkins Hospital, Kennedy-Krieger Institute; varied pediatric services of the National Institutes of Health; the National Children's Medical Center, Washington, D.C.; a public school for pregnant and parenting teens; Women's and Children's Services at Sinai Hospital; the Child Development Center at Georgetown University Medical Center; an innovative prenatal service for Spanish-speaking women; and other settings.

Within the School of Social Work there are additional services including:

- **Social Work Informatics:** The Informatics Office is one of the core sources of support at the SSW. The staff uses a wide range of audio, video, and computer technology to facilitate and enhance the learning environment. The SSW has a variety of servers and operating systems as well as the capacity to create virtual servers to respond to academic, administrative, and research requirements.

- **Computer Services**: Computer Services maintain servers and other computers that run Microsoft and Apple operating systems.

- **SSW Network:** The network is state of the art, utilizing Cisco equipment for wired, wireless (Wireless "G" 54mbps), and voice-over IP (VOIP) network capacity. The campus central computing network team manages it to ensure the highest level of network security and reliability.

- **Computer Center**: The computer lab includes 35 Windows PCs with the latest versions of Microsoft Office Premium (Access, Excel, PowerPoint, Publisher, and Word), SPSS, NVivo, & Antivirus Protection Software. All computers have access to the HSHSL library and other campus resources. Three High-Speed Network-connected Duplex laser printers, a network Document Scanner with Automatic Document Feeders, and copiers round out the equipment available to students.

- **Computer Training Classroom:** We have 41 Windows PCs with the latest versions of Microsoft Office Premium (Access, Excel, PowerPoint, Publisher, and Word), SPSS, NVivo, & Antivirus Protection Software. All computers have access to the HSHSL library and other campus resources. The instructor's computer is connected to a digital projector.

- **Media Center**: The Media Center at the SSW is an 800-square foot studio with broadcast-quality digital and analog media production studio designed to fulfill the presentation needs of students, faculty, and staff. This office makes available to the SSW community, at no or reduced fee, equipment, and resources to facilitate the production and presentation of A/V projects. Available equipment includes camcorders; tripods; data projection for electronic presentation; audiocassette recorders; slide projectors; and overhead projectors. Available services include videotaping, videotape editing, tape duplication, audio & video conferencing, closed circuit interview/observation, and event production.

- **SSW Classrooms**: Every conference and classroom in the school is equipped with computers (Apple MacBook's Pro's capable of running the MAC or Windows operating system), digital projectors, screens, and network connections. Additional equipment (document cameras, videoconferencing gear, etc.) can be brought into the rooms as desired.

- **SSW Auditorium**: The SSW maintains a state-of-the-art 170-seat auditorium equipped with computer, document camera, DVD & VHS playback, audio reinforcement, videoconferencing, and content capture/broadcast capabilities.

- **Videoconferencing Capabilities:** The SSW has built-in portable videoconferencing equipment that can be moved to any room. The equipment supports H.323 IP-based video conferencing and desktop-based conferencing using such applications as Collaborate, Skype, and Zoom.

- **SSW Sponsored Projects Office:** The office offers administrative and financial management services to the SSW faculty, staff, and students. The Director, Research Administrator, and Research Coordinators have many years of pre- and post-award administrative and financial experience. In addition, the Assistant Director, accountants, and accounting specialists provide financial expertise and assistance, assuring that structures are in place to pay employees correctly, to monitor time and effort reporting, to review expenditures of grant and gift funds, and to provide grant reports to funders. The office works closely with UMB's Office of Research & Development, Sponsored Programs Administration (SPA), Sponsored Projects Accounting and Compliance (SPAC), and the UMB Foundation, Inc., to maintain compliance with policies and procedures.

SSW Centers and Programs include:

- **The Family-Informed Trauma Treatment (FITT) Center:** (Kathryn Collins, MSW, PhD), funded by the Substance Abuse Mental Health Services Agency (SAMHSA), develops, implements, evaluates, and disseminates theoretically sound, family-based interventions for underserved urban and military populations.

- **National Child Welfare Workforce Institute:** (NCWWI, Nancy Dickinson, MSSW, PhD), funded by the Research Foundation of SUNY Albany and ACF, Children's Bureau, aims to increase child welfare practice effectiveness through diverse partnerships that focus on workforce systems development, organizational interventions, and change leadership, using data-driven capacity building, education and professional development.

- **Screening, Brief Intervention and Referral for Treatment (SBIRT)**: (Paul Sacco, PhD) is a SAMHSA-funded project focused on developing curriculum and teaching social work students and field instructors about the evidence supported SBIRT intervention. The SBIRT Project combines stand-alone coursework with curricular infusion models to train a plurality of MSW-level social work students. The distal goal of the SBIRT Project is the uptake of this approach among social work students and field instructors.

- **Behavioral Health Workforce Integration, Service, and Education:** (BHWISE) Fellows (Paul Sacco, PhD), funded by HRSA, is a workforce development project aimed at training social work students for practice in the area of integrated behavioral health with children, adolescents, and transitional age youth.

- **University of Maryland Quality Care Network:** UMQCN (Michele Beaulieu, MSW, LCSW-C), UMSSW clinical social workers participate in two population health programs of the University of Maryland Health System.

- **Maryland Longitudinal Data System:** The MLDS Center (PI: Angela Henneberger, PhD) is a state-wide longitudinal data system that brings together PreK-12, postsecondary, and workforce data to inform education and employment policy, programming, and practice.

- **Adult Services: Policy & Practice Initiative, and Competency-Based Pre-Service and In-Service Training for Adult Services' Staff:** APS (Joan Davitt, PhD), The SSW has partnered with the Maryland Department of Human Services, Office of Adult Services to provide quality training for Adult Service staff members at local departments of social services.

- **The Ruth H. Young (RYC) Center for Families and Children** has a mission to promote the safety, permanence, stability, and well-being of children, youth, and families in their communities through education and training, research and evaluation, and best-practice community service programs.

- **The Social Work Community Outreach Service (SWCOS)**: (Wendy Shaia, EdD, MSW) develops, implements, and evaluates models of effective outreach and community-based services for underserved individuals, families, and communities in Baltimore and Maryland. SWCOS offers social work services for individuals, couples, families, and community-based organizations.

- **The Office of Continuing Professional Education (CPE)**: (Seante Hatcher, MSW). is the premier source for advancing the knowledge base of post-graduate social workers. Created in 1992, to meet the demands of new licensing regulations, CPE has grown to become the second largest Social Work Continuing Education Program in the Nation.

- **Promise Heights:** Promise Heights is a collaborative effort to strengthen a West Baltimore neighborhood by offering services from cradle to college or career. The program is a cornerstone of the federal approach to working in poor communities in a way that is designed to be interdisciplinary, coordinated, place based, and data and results driven. In Upton/Druid Heights, a neighborhood near UMB, about half of the families live in poverty, according to Baltimore City Health Department data. Promise Heights was the recipient of UMB's 2012 Dr. Martin Luther King Jr. Diversity Recognition Awards.

- **The Institute for Innovation and Implementation** serves as a training, technical assistance, evaluation, policy, systems design, and finance center for children's behavioral health systems. The Institute supports state and local governments and organizations to

implement effective systems and practices that are designed to best meet the needs of children and youth with complex behavioral health challenges and their families.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

All students and faculty have 24/7 access to email (outlook), library and our online learning platform Black Board. Training modules for these platforms are available online and maintained by the SSW informatics office.

- **The Informatics Office** is one of the core sources of support at UMB SSW. The staff maintains the audio, video, and computer technology equipment that supports the learning and research environments of the school. The Informatics Office consists of the Computer Center, the Computer Training Classroom, computer services, IT services, and the Media Center. The Informatics staff are present to support the technology needs of the SSW and will be available during all scheduled online course times. The IDEA Team is the other core source of support at the UMB SSW. The team provides services and support in instructional design, e-Learning, assessments, and online learning technologies for faculty, staff, and students.

- **Student Tech Support:** SSW students benefit from support at multiple levels: campus helpdesk (for login issues, email, Zoom, etc.), SSW Informatics (for office 365 applications, specialized software such as SAS, Stata, SPSS), and the IDEA Team (for Blackboard and other academic technology issues). All three of these entities also provide 24/7 access to web-based help pages, tutorials, and step-by-step documentation for students. Each of these support services provide access via email and telephone and can troubleshoot with screen sharing.

- **Faculty Tech Support:** SSW faculty benefit from support at multiple levels: campus helpdesk (for login issues, email, Zoom, etc.), SSW Informatics (for office 365 applications, specialized software such as SAS, Stata, SPSS), and the IDEA Team (for Blackboard and other academic technology issues). All three of these entities also provide 24/7 access to web-based help pages, tutorials, and step-by-step documentation for students. Each of these support services provide access via email and telephone and can troubleshoot with screen sharing. Faculty additionally have support from online orientations, newsletters, and individualized support from the IDEA Team.

- **Staff Tech Support:** SSW staff benefit from support at multiple levels: campus helpdesk (for login issues, email, Zoom, etc.), SSW Informatics (for office 365 applications, specialized software such as SAS, Stata, SPSS), and the IDEA Team (for Blackboard and other academic technology issues). All three of these entities also provide 24/7 access to web-based help pages, tutorials, and step-by-step documentation for students. Each of these support services provide access via email and telephone and can troubleshoot with screen sharing. Staff additionally have support from online orientations and newsletters from the IDEA Team.

- **Student Assistive Technology Access:** SSW students have access to Kurzweil screen reading software as well as Blackboard Ally, which provides alternative format downloads including audio, braille, optical character recognition, and automated language translations. Students have access to alternate textbooks and course materials, including in electronic or enlarged format. In addition, all courses will include live transcription which will be available to students.

- **Faculty and Staff Assistive Technology Access:** SSW faculty and staff have access to Kurzweil screen reading software as well as Blackboard Ally, which provides alternative format downloads including audio, braille, optical character recognition, and automated language translations.

L. Adequacy of Financial Resources with Documentation

1. Complete <u>Table 1: Resources and Narrative Rationale</u>. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 1: Program Resources:

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	**$596,495**	**$652,854**	**$140,000***	**$0**	**$0**
2. Tuition/Fee Revenue (c + g)	$0	$249,000	$564,300	$872,100	$923,400
a. Number of F/T Students	0	15	33	51	54
b. Annual Tuition/Fee Rate	$0	$16,600	$17,100	$17,100	$17,100
c. Total F/T Revenue (a x b)	**$0**	**$249,000**	**$564,300**	**$872,100**	**$923,400**
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	$0	$830	$855	$855	$855
f. Annual credit hours	0	6	6	6	6
g. Total P/T Revenue (d x e x f)	**$0**	**$0**	**$0**	**$0**	**$0**
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (ADD 1 - 4)	**$596,495**	**$901,854**	**$704,300**	**$872,100**	**$923,400**

Carry over funds from excess in year two (2)

UMB policies allow each school on the campus to have substantial autonomy over budget development and administration. Income to fund the new DSW program will come from two sources. The first source is tuition and fees. The second source is from the Office of the President at UMB, which is providing financial start up resources for the first two years of the DSW program. In addition, the SSW maintains a reserve fund to ensure continuity across school programs.

Table 1 lists the program resources for year one through five for the proposed DSW. As can be seen in Table 1, reallocated funds total $1.2 million dollars designated for startup costs across year 1 FY2026 and year 2 FY2027 of the proposed project. The UMB campus administration will provide these reallocated funds in support of the DSW program at the SSW. This funding source is available to all professional schools on campus and is given to support curriculum innovation and new educational programs viewed as important. This allocation will not impact any existing educational programs on campus or within the SSW. Proposed tuition for the DSW is competitive at $830 per credit hour and is comparable to DSW programs in the Mid-Atlantic region. We anticipate students to enroll full-time only, so no part-time enrollment was included on the budget chart. All students are strongly encouraged to be employed as a Social Worker throughout their matriculation. The FY2026 budget is dedicated to the marketing and development of curriculum, recruitment of students, and hiring designated staff and faculty. The first cohort of 15 students will begin in September of FY2026. Beginning in year two of the program, we project enrollment will increase to 18 students per year and remain in effect thereafter. We anticipate the first cohort of 15 students will graduate in FY 2029. We project a modest budget increase of 3% per year for tuition. Total projected income for year one through year five is robust and we anticipate covering and exceeding projected costs for the program. To cover the potential short fall of funds for FY2027, we will reallocate and carry forward funds from FY2026 of $140,000 to Year 3. Given the contributions by the campus in year 2 (FY2026) of $652,854 plus the projected tuition income of $249,000 results in $901,854. This final sum will cover the costs of year 2 ($692,082) and allow for the $140,000 to be carried forward to year 3. With the addition of more trainees, year 4 and 5 tuition projections will fund program costs.

2. Complete <u>Table 2: Program Expenditures and Narrative Rationale</u>. **Provide projected finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

Table 2 Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	**$394,128**	**$516,383**	**$531,874**	**$547,830**	**$564,266**
a. # FTE	2.4	3.6	3.6	3.6	3.6
b. Total Faculty Salaries	$306,000	$405,965	$418,144	$430,688	$443,609
c. Total Benefits	$88,128	$110,418	$113,730	$117,142	$120,657
2. Administrative (b + c below)	**$100,224**	**$103,231**	**$106,328**	**$109,518**	**$112,804**

a. # FTE	1	1	1	1	1
b. Total Salary	$72,000	$74,160	$76,385	$78,677	$81,037
c. Total Benefits	$28,224	$29,071	$29,943	$30,841	$31,767
3. Support Staff (b + c below)	**$26,668**	**$27,468**	**$28,292**	**$29,142**	**$30,016**
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	$19,158	$19,733	$20,325	$20,935	$21,563
c. Total Benefits	$7,510	$7,735	$7,967	$8,207	$8,453
4. Equipment	**$6,000**	**$0**	**$0**	**$0**	**$0**
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	**$35,000**	**$45,000**	**$17,500**	**$17,500**	**$17,500**
Program Marketing costs	$10,000	$5,000	$2,500	$2,500	$2,500
Travel for conferences etc.	$5,000	$5,000	$5,000	$5,000	$5,000
Standardized Clients for training	$0	$10,000	$10,000	$10,000	$10,000
Consultant Cost for program development	$20,000	$25,000	$0	$0	$0
TOTAL (ADD 1 - 7)	**$562,020**	**$692,082**	**$683,994**	**$703,990**	**$724,586**

Table 2 lists projected expenditures for the proposed DSW program through year five. Salary rates for faculty are determined by the school's administration and are representative of full-time social work faculty/staff positions at peer institutions such as Rutgers University School of Social Work. Fringe benefits are included for faculty at the rate of 28.8% with a 3% COLA included per year. Fringe benefits are calculated for staff at 39.2%. These are projections and may not reflect the budgetary restrictions of the SSW and/or campus allocations and do not guarantee these increases. Salaries include the Director's position (12 months), and assistant director non-tenured faculty member. This budget also designates funds to pay adjunct faculty and full-time faculty of the SSW that are eligible to teach within the DSW program. One .20 FTE position for a research methodologist is also included to coordinate program evaluation, instruction/ coordination of the research sequence and administering the qualifying exam. A post-doctoral DSW fellow will also be recruited to teach and supervise trainees within the program. This fellow will provide valuable services to the program while learning how to instruct and supervise doctoral students. Funds are also designated to hire a full-time DSW program manager that will coordinate all strategic scheduling and management of student recruitment, enrollment, matriculation, and graduation. A .20 FTE is allocated for a staff member from the SSW "Idea Team" to assist in building curriculum

for the DSW courses. This team is experienced in curriculum development and andragogy. Since standardized clients will be a component of clinical training, funds are allocated for the recruitment, training, and payment of these skilled actors. A concerted effort will also be made to market this program creatively within the state of Maryland. These marketing funds will pay for our recruitment literature and handouts, web page design, information sessions, mailings, and other activities that will help inform and recruit interested applicants. To help ensure the success of the program, funds to hire an experienced consultant to assist Dr. Pecukonis in developing a successful program is noted. A consultant with experience running a DSW program will be identified and recruited from a peer institution i.e., Rutgers University School of Social Work DSW program. This consultant cost is only for the first two years of the project. Finally, funds are designated for the Director and Assistant Director for travel to national conferences focused on DSW education and the purchase of several laptop computers.

M. Adequacy of Provisions for Evaluation of Program

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Student learning outcomes for all dimensions of the DSW curriculum will be operationalized and assessed using exams, observational rubrics, and other objective measures. The overall goal of this assessment process is to make certain that our curriculum is preparing students for the workforce. Student learning will be assessed by each course instructor at prescribed intervals during a 15-week semester. Course outcomes and student performance will be evaluated by the DSW faculty at the completion of each semester for each course offered. These evaluations will include both student and faculty assessment. In this manner, the attainment of goals and objectives for each course will be evaluated. This feedback will be used to create a process of continuous quality improvement for the DSW curriculum. When needed, modifications in the form of curriculum content, methods of instruction, course structure will be implemented. Student feedback for each course and instructor will be collected and used to improve the curriculum through an online anonymous survey. These findings will be distributed to faculty teaching in the DSW program for review, discussion and problem solving. One elected student representative from each cohort year will participate in these meetings. This entire process will be managed by the DSW program director to ensure program improvements are being implemented.

2. Explain how the institution will evaluate the proposed programs' educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The instructor will receive the course evaluations completed by the students enrolled in their course. These reports will be reviewed by the Dean and DSW director as part of the faculty member's annual performance review, and performance improvement plans will be developed if indicated. The DSW program director may conduct additional surveys and focus groups with students to gather feedback about the instruction, curriculum, and the program.

Each year the DSW program will conduct an online survey of alumni, and their employers to collect information about preparedness of graduates for the workforce, curricular elements that have been most impactful, and curricular elements that should be emphasized or eliminated. Alumni will be

surveyed on their employment, salary, promotions, and professional activities and leadership accomplishments.

N. Consistency with the State's Minority Student Achievement Goals

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

UMB is deeply committed to fostering equity, diversity, and inclusion across all programs, with a strong focus on recruiting and retaining underrepresented minority students. Recruitment efforts for the DSW program in Clinical Social Work will prioritize outreach to minority students, complemented by targeted support programs to ensure their success. The SSW Office of Student Affairs will coordinate services such as tutoring, counseling, and referrals tailored to student needs.

In alignment with the school's mission, the Office of Diversity, Equity, and Inclusion (ODEI) provides strategic leadership to create an inclusive and equitable environment. ODEI spearheads initiatives centered on social justice, anti-racism, racial healing, and cultural humility while offering training, consultation, and ongoing assessment to strengthen diversity efforts. Additionally, the school supports students through active organizations like the Alliance of Anti-Racist Social Work Practitioners, Queer Community Alliance, and Latinx Unidos for Community Healing and Awareness. These groups foster cultural awareness, social justice, and community building, enriching the overall student experience and promoting an inclusive campus culture.

The school is committed to fostering an inclusive, diverse, equitable, and anti-racist environment and outlined strategic priorities which include enhancing campus climate and belonging by establishing a new DEI office, creating affinity spaces, and strengthening collaboration with the Shady Grove campus, alumni, and community members. The school also aims to improve accountability and transparency by implementing systems for data collection, administering climate surveys, and increasing the visibility of DEI initiatives. Efforts to promote equity and access focus on developing a DEI framework for recruitment and hiring, providing equity training, and supporting inclusive spaces and field education practices. Additionally, the school is advancing learning and professional development through training on anti-racism, restorative practices, and gender identity awareness; expanding field placement opportunities; and integrating equity into curricula and pedagogy. These initiatives reflect the school's mission to promote social justice and equip future social workers to serve diverse communities effectively.

O. Relationship to Low Productivity Programs Identified by the Commission

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The proposed DSW is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide distance education.

This program is designed to be in-person. That said, all online learning at the SSW is appropriate to the university's mission, is well-resourced, incorporated into our systems of governance and oversight and is comparable in rigor to traditional instructional formats and is evaluated regularly. In addition, students and faculty are provided with effective support to ensure student learning outcomes are met. Recently, a full-time fully online MSW program was approved by our accreditation body CSWE, which certifies the SSW as capable of providing comprehensive online education in terms of curriculum and resources for faculty and students. The SSW is well-endowed with training and support services managing their online offerings, and there are further resources on campus though the Faculty Center for Teaching and Learning which serves the university broadly.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

UMB is committed to complying with guidelines for the evaluation of distance education set forth by the Council of Regional Accrediting Commissions (C-RAC).

<div align="center">**References**</div>

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Appendix A

DSW Market Survey Results

Market Pulsecheck

An evaluation of employer demand for graduates from the proposed doctoral-level social work program in Maryland and student demand for similar programs.

Analysis Includes:

• Job Posting Trends

• Top Skills

• Top Employers

• Top Industries

• Education Levels

• Degree Completion Trends

The analysis considered demand in Maryland.

Options for Next Steps

Following this analysis, the requesting partner can:

• Choose to discontinue the research, if the leadership is able to make a decision based on this analysis and other institutional research.

• Continue the analysis. A final report of the continued research will address credential design and curricular recommendations.

Growing Labor Market and UMB's Market Position Suggests Favorable Program Opportunity

Preliminary Program Outlook

Employer demand trends suggest a moderate but growing need for doctoral-level social work professionals. In the past 12 months, regional employers advertised a moderate number of relevant job postings (i.e., 980 postings). Between December 2018 and November 2021, average monthly growth in employer demand for doctoral-level social work professionals (i.e., 4.51%) outpaced that of all doctoral professionals (i.e., 1.59%) in Maryland. Further, regional employment in all five most relevant occupations is projected to grow faster than the average for all occupations over the next 10 years. Taken together, these trends suggest a favorable and growing labor market for relevant professionals.

Regional degree completion data suggests relatively consistent student demand and competition in the state. Between the 2015-16 and 2019-20 academic years, relevant completions fluctuated, resulting in an overall decrease of two. Over the same period, the number of institutions reporting relevant completions remained constant (i.e., two). Together, these trends suggest a fairly consistent competitive landscape in Maryland.

The University of Maryland, Baltimore is positioned as the regional market leader. Although relevant completions declined over the profiled period, the University of Maryland, Baltimore increased both the number of relevant completions reported and market share. This indicates that the University of Maryland, Baltimore's program performed well in the market and could indicate potential for further growth. Further, the established doctoral-level social work program may reduce risk to launch and aid in garnering student interest.

Research Limitations

Because institutions self-report data to the NCES, some comparable and competitor programs may have chosen to report completions for a doctoral-level social work program under an alternate CIP code and not be included in the analysis.

Analysis of Job Postings for Doctoral-Level Social Work Professionals in Maryland

Employer demand trends suggest strong need for program graduates. Relevant employer demand for doctoral-level social work professionals grew an average 4.51% per month between December 2018 and November 2021, outpacing the average growth in demand for all doctoral-level professionals (i.e., 1.59%). However, administrators should note, the average monthly growth in demand is likely exaggerated due to a lower number of postings per month and only represents an average monthly increase of four postings. Additionally, employers advertised a moderate number of relevant job postings in the last 12 months (i.e., 980 postings). Together, these trends indicate a growing labor market for relevant professionals.

+4.51%

Average Monthly Demand Growth

December 2018-November 2021, Regional Data

- Average monthly growth of four postings.
- During the same period, demand for all doctoral-level professionals grew 1.59%.

118 job postings

Average Monthly Demand

December 2018-November 2021, Regional Data
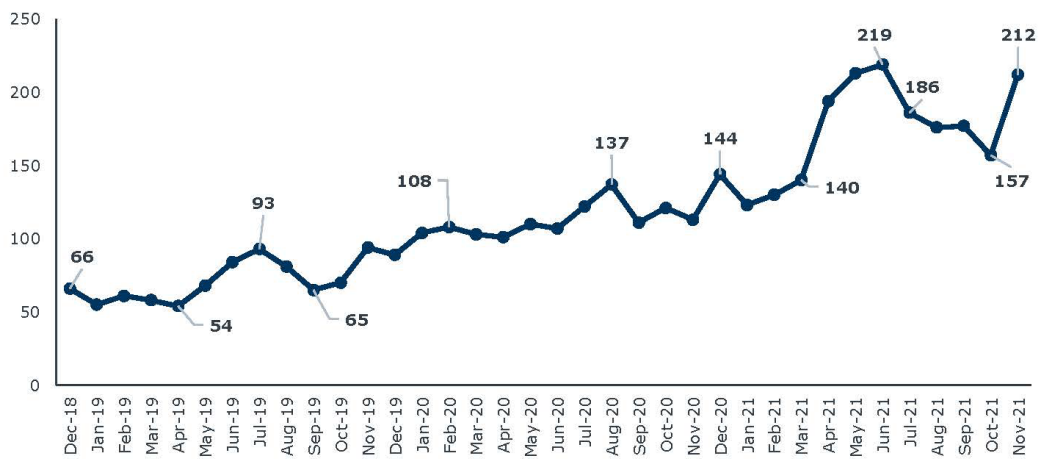
980 job postings

Relevant Jobs Posted in the Past Year

December 2020-November 2021, Regional Data

Job Postings for Doctoral-Level Social Work Professionals over Time

December 2018-November 2021, Regional Data

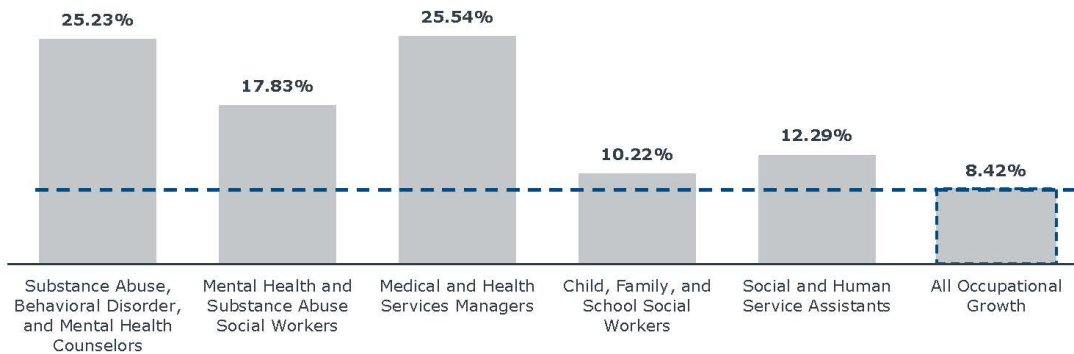## Analysis of Employment for Social Work Professionals

Regional employment in all five top relevant occupations is projected to grow faster than the average across 2021 to 2031. This indicates employment opportunities for graduates will likely increase in the next 10 years.

Employment in the occupations "substance abuse, behavioral disorder, and mental health counselors" and "medical and health services managers" may grow significantly faster than average (25.23% and 25.54%, respectively). The Bureau of Labor Statistics suggests that the COVID-19 pandemic will drive demand for mental health treatment. Additionally, the BLS anticipates that the aging baby-boom population, the shift in services from hospitals to health practitioners' offices, and the widespread use of electronic health records will drive increased demand for general healthcare services.

While these occupations represent the most common occupations appearing in job postings for doctoral-level social work professionals, the projected employment data considers all jobs within an occupation at all degree levels.

Projected Employment in Top Occupations[1]

2021-2031, Regional Data

Occupation	Growth
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	25.23%
Mental Health and Substance Abuse Social Workers	17.83%
Medical and Health Services Managers	25.54%
Child, Family, and School Social Workers	10.22%
Social and Human Service Assistants	12.29%
All Occupational Growth	8.42%

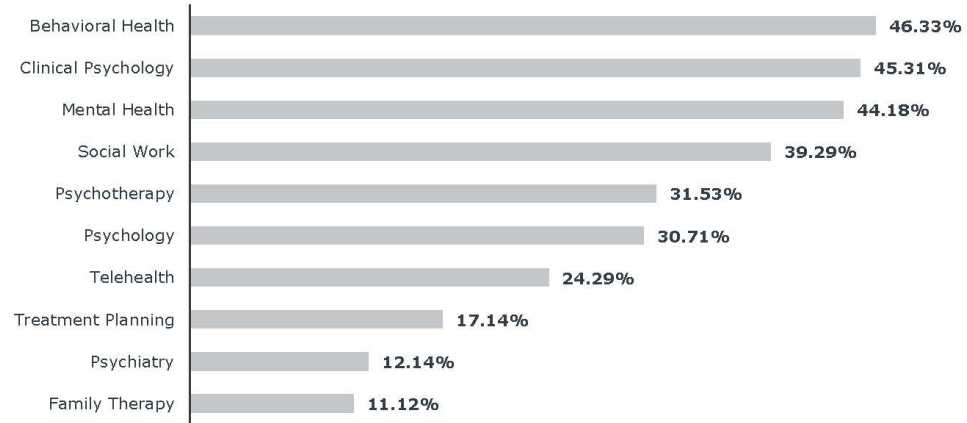— — — The dashed blue line represents the projected employment growth across all occupations from 2021 to 2031.

1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Source: EAB analysis, Emsi Analyst.

eab.com

Top Skills Requested of Doctoral-Level Social Work Applicants

December 2020-November 2021, Regional Data

n-value=980 job postings

Skill	Percentage
Behavioral Health	46.33%
Clinical Psychology	45.31%
Mental Health	44.18%
Social Work	39.29%
Psychotherapy	31.53%
Psychology	30.71%
Telehealth	24.29%
Treatment Planning	17.14%
Psychiatry	12.14%
Family Therapy	11.12%

Top Employers Seeking Doctoral-Level Social Work Applicants

December 2020-November 2021, Regional Data

n-value=980 job postings

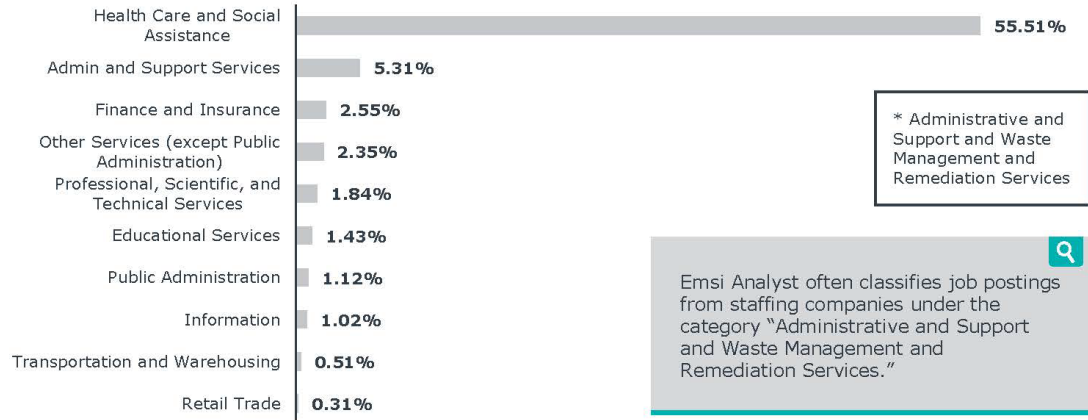| Employer	Percentage
Thriveworks	36.53%
Talkspace	2.76%
Soliant Health	2.65%
Delta T Group	1.73%
PrimeCare Medical	1.63%
Anthem	1.12%
The Renfrew Center	1.12%
UnitedHealth Group	1.02%
Chase Brexton Health Services	0.92%
Congruent Counseling Services	0.92%

Source: EAB analysis. Emsi Analyst.

Top Industries Doctoral-Level Social Work Job Postings

December 2020-November 2021, Regional Data

n-value=980 job postings

Industry	Percentage
Health Care and Social Assistance	55.51%
Admin and Support Services	5.31%
Finance and Insurance	2.55%
Other Services (except Public Administration)	2.35%
Professional, Scientific, and Technical Services	1.84%
Educational Services	1.43%
Public Administration	1.12%
Information	1.02%
Transportation and Warehousing	0.51%
Retail Trade	0.31%

* Administrative and Support and Waste Management and Remediation Services

Emsi Analyst often classifies job postings from staffing companies under the category "Administrative and Support and Waste Management and Remediation Services."
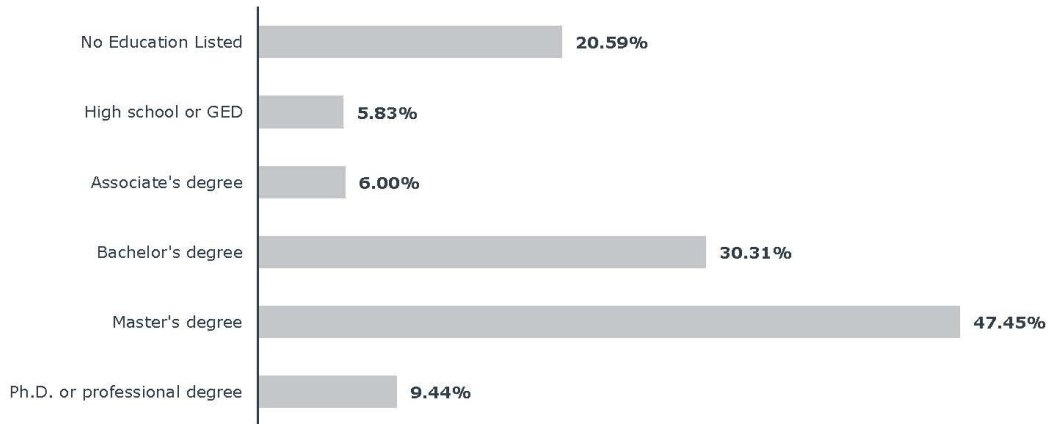
Education Levels Requested of Social Work Applicants

December 2020-November 2021, Regional Data

n-value=10,379[1] job postings

Education Level	Percentage
No Education Listed	20.59%
High school or GED	5.83%
Associate's degree	6.00%
Bachelor's degree	30.31%
Master's degree	47.45%
Ph.D. or professional degree	9.44%

1) The n-value reflects the number of job postings requesting any degree level social work applicants rather than the number of postings requesting doctoral-level social work applicants.
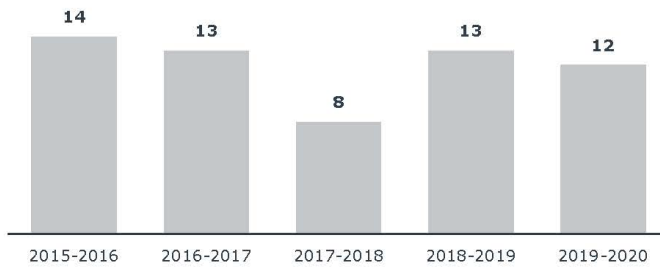
Source: EAB analysis. Emsi Analyst.

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Analysis of CIP Code 44.0701 ("Social Work") Doctoral-Level Completions in Maryland

Between the 2015-2016 and 2019-2020 academic years, relevant completions fluctuated, resulting in a net decrease of two completions. Over the same period, the number of institutions reporting relevant completions remained constant. These trends indicate student demand and competition remained relatively constant over the profiled period.

Completions Reported over Time
2015-2016 to 2019-2020 Academic Years, Regional Data

14	13	8	13	12
2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

Institutions Reporting Completions over Time
2015-2016 to 2019-2020 Academic Years, Regional Data

2	2	2	2	2
2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

2.00

Net Decrease in Completions

2015-2016 to 2019-2020 Academic Years, Regional Data

- No growth in number of institutions in the same period.

0.00%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, Regional Data

6.00

Mean Completions per Institution Reporting

2019-2020 Academic Year, Regional Data

- A decrease from the seven mean completions reported in the 2015-2016 academic year.

6.00

Median Completions per Institution Reporting

2019-2020 Academic Year, Regional Data

- A decrease from the seven median completions reported in the 2015-2016 academic year.

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Analysis of CIP Code 44.0701 ("Social Work") Doctoral-Level Completions in Maryland

Although the number of relevant completions declined between the 2015-2016 and 2019-2020 academic years, the University of Maryland, Baltimore increased the number of relevant completions reported and their market share. This indicates the University of Maryland, Baltimore's program grew despite a slight decrease in student demand and suggests potential for further program growth amidst only one statewide competitor.

Institutions with Most Reported Completions

2015-2016 and 2019-2020 Academic Years, Regional Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
University of Maryland, Baltimore	7	50.00%	9	75.00%
Morgan State University	7	50.00%	3	25.00%

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Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from December 2020 – November 2021. To best estimate employer demand for doctoral-level social work professionals, the Forum analyzed job postings for relevant occupations (e.g., "health care social workers," "social workers, all other").

Definitions

"CIP" code refers to the Classification of Instructional Programming code.

"Regional" and "statewide" refer to Maryland.

Research Questions

The requesting partner asked:

- **How has demand for graduates of my program evolved over time?**
- **In which industries should the program prepare students to work?**
- **What skills should the program teach to prepare students to meet employer demand?**
- **Which employers demonstrate the greatest demand for graduates?**
- **What education level do employers most frequently request from relevant professionals?**
- **How many students graduate from similar programs regionally, and how has this changed over time?**
- How are similar programs structured?
- How are similar programs delivered?
- What experiential or practical learning do similar programs offer?
- What courses are included in the curricula of similar programs?
- What accreditation do similar programs hold?

Bolded questions were addressed within this analysis; remaining questions will be addressed if partner pursues additional research.

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Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries
- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)

Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB's partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Emsi curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Emsi tools, visit:

- http://www.economicmodeling.com/analyst/
- https://www.economicmodeling.com/alumni-insight/

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.

Maryland MSW Interest in DSW Survey

Doctor of Social Work Degree
University of Maryland, School of Social Work
Survey

Please read each question carefully and select the response that best describes you.

Q2 What is your age?

_____

Q3 How many years has it been since you graduated from the University of Maryland School of Social Work?

_____

Q4 How old were you when you completed your MSW at Maryland?

_____

Q5 Were you a full-time or part-time student?

☐ Full-time (1)

☐ Part-time (2)

Q6 What was your concentration at the School of Social Work

☐ Clinical (1)

☐ MACO (2)

☐ Combined Clinical/MACO (3)

Q7 What is your gender?

☐ Male (1)

☐ Female (2)

☐ Non-binary / third gender (3)

☐ Other (please specify) (4)

_____

Q8 What is your racial identity?

☐ Black or African American (1)

☐ Native American or Alaska Native (2)

☐ Asian (3)

☐ White (4)

☐ Hispanic/Latinx (5)

☐ Native Hawaiian or Pacific Islander (6)

☐ Other (please specify) (7)

_____

Q9 At what level are you licensed to practice Social Work within your State?

☐ LMSW (1)

☐ LCSW (2)

☐ LCSW-C (3)

☐ I am not licensed in any State to practice Social Work (4)

Q10 Describe your present social work employment

☐ I am not working as a social worker right now (1)

☐ Social worker in a health care system (2)

☐ Child welfare program (3)

☐ Behavioral/mental health agency (inpatient or outpatient) (4)

☐ Private Practice Clinician full-time (5)

☐ Community agency or non-profit in primarily an administrative role (6)

☐ Social Work Faculty (full-time) (7)

☐ Government employee (federal, state, county, or city) (8)

☐ School social work (9)

☐ Other (please describe) (10)

_____

Q11 How many hours do you see clients in private practice each week?

☐ I do not have a private practice (1)

☐ 1 - 5 (2)

☐ 6 - 10 (3)

☐ 11 - 20 (4)

☐ 21 - 30 (5)

☐ 30+ (6)

Q12 The DSW is an advanced practice degree that we hope will be offered at the University of Maryland, School of Social Work. How do you describe your interest in applying for this degree?

☐ Very interested in applying for this degree (1)

☐ Moderately interested in applying for this degree (2)

☐ Mildly interested in applying for this degree (3)

☐ Disinterested right now but might consider it in the future (4)

☐ Not particularly interested in applying for this degree (5)

☐ I will never apply for this degree (6)

Q13 How likely is it that you will apply for this degree in the next year for a Fall 2024 start date?

☐ I will apply within the next year (1)

☐ I will consider applying within the next year (2)

☐ It is unlikely that I will apply in the next year but will consider applying sometime in the future (3)

☐ I have no interest in applying for this degree (4)

Q14 What might be some of your reasons for pursuing a DSW degree? (check all that apply)

☐ Desire to develop advanced clinical skills and knowledge beyond what was available in continuing education (1)

☐ Career advancement (e.g. desire for promotion, more management responsibilities, leadership position) (2)

☐ Desire to carry out rigorous research (3)

☐ Desire to teach (4)

☐ Want to be on par with doctoral trained colleagues (5)

☐ Need to differentiate my private practice or better attract clients (6)

☐ Desire to obtain a doctoral degree but do not want to do a research-intensive PhD program (7)

☐ Desire to obtain a doctoral degree but want or needed to work full-time while enrolled (8)

Q15 Please rank order these factors with "1" being most important to you and "7" being the least important item in your decision to pursue a DSW

_____ Desire to develop advanced clinical skills and knowledge beyond what was available in continuing education (1)

_____ Career advancement (e.g., desire for promotion, more management responsibilities, leadership position) (2)

_____ Desire to carry out rigorous research (3)

_____ Desire to teach (4)

_____ Want to be on par with doctoral trained colleagues (5)

_____ Need to differentiate my private practice or better attract clients (6)

_____ Desire to obtain a doctoral degree but did not want to do a research-intensive PhD program (7)

Q16 I am most interested in a DSW program that has a strong focus on the following: Please rank order the importance of this list with "1" being the most important aspect of DSW education and "10" being the least important for you.

_____ Advanced treatment methods for individuals, families and groups (1)

_____ Learning how to teach social work students within the classroom (2)

_____ Methods of supervising social work students/workers in the clinic or field (3)

_____ Enhancing my leadership skills (4)

_____ Developing advanced research skills (5)

_____ Advanced Social Policy analysis skills (6)

_____ Advanced Community organization skills (7)

_____ Administrative skills for running a community program such as a NPO (8)

_____ Administrative skills for running a private practice program (9)

_____ Promoting social justice and health equity (10)

Q17 How important is it for you that a DSW program focus primarily on advanced clinical skills and treatment methods i.e. CBT, Dialectical Behavior Therapy, Motivational Interviewing, etc.

☐ Extremely important (1)

☐ Very important (2)

☐ Somewhat important (3)

☐ Not particularly important (4)

☐ Not important at all (5)

Q18 Please describe the ideal DSW program that would meet your career goals

_____

_____

_____

_____

_____

Q19 Some DSW programs are all online. Some combine online learning with weekend or evening (in person) classes. What type of DSW program would work best for you? (please explain)

_____

_____

_____

_____

DSW Programmatic Comparison: University of Maryland, Baltimore and Morgan State University

UMB DSW	MSU DSW	Notes
Clinical Courses		
SWCL 800 Advanced clinical practice theory: Historical perspectives and current contexts The focus of this class will be on theories that were prominent during the early and mid-twentieth century. Drawing primarily from original sources, students will consider key assumptions, constructs, and propositions of each theory in terms of its congruence with social work's principles, values, and mission, as well as its application and relevance to the identities and experiences of diverse communities and populations across a variety of settings.	**DSW 701 Advanced Clinical Practice 1** This clinical methods course advances students' ability to work directly with individuals from urban populations using evidence-based practice and theoretical models "The evidenced-based models of clinical practice addressed in this course are Afrocentric paradigms and modalities	UMB focuses on theory and populations across a variety of settings. MSU focuses on urban populations.
SWCL 801 Neuro-biological basis of human behavior The course provides an overview of the neurobiology shaping human behaviors that inform clinical social work practice. Students will explore the impact of genetics, neuroanatomy and physiology in the etiology of emotional disorders and shaping behavior. We will review basic neuroanatomy, behavior physiology, and neurodevelopment. The course explores the mind and body connection in moderating a person's mental health and psychological wellbeing, relational function, and cognition.	**ODSW 702 Neurobiology and Psychopharmacology in Social Work Practice** Clinical Practice with urban populations must focus on the person in their environment to improve health and wellbeing. This course will focus on the neurobiological implications for behaviors that develop due to the impact of urban living conditions and adaptation. Research supports a neurobiological basis for many conditions experienced by urban populations, including mental health disorders, addictive disorders, and maladaptive behaviors. Students will examine global differences in intervention strategies and currently used pharmacological interventions.	UMB offers separate courses in both neuroscience and pharmacology. MSU offers one course combining neuroscience and pharmacology. MSU course focuses on urban populations.
SWCL 803 Psychopharmacology and complimentary therapeutics This basic course in psychopharmacology will be co-taught by faculty from the Schools of Social Work and Pharmacy. Students will be introduced to the basics of pharmacotherapy addressing the more common DSM-5 diagnoses. Key medications with their clinical indications, symptom management, and dosage will be addressed. Students will be introduced to commonly used medications to treat mood disorders, anxiety, PTSD, personality disorders		Same as note above - UMB offers separate courses in both neuroscience and pharmacology. MSU offers one course combining neuroscience and pharmacology. MSU course focuses on urban populations.

and schizophrenia. The course will emphasize the mechanism, action, contraindications, interactions with other medications and side effects profiles of each class of medications. Complimentary or therapeutic alternatives to traditional western medication will be explored.		
SWCL 804 Foundational Clinical Practice Models In this seminar-style course, students will explore in depth the three major psychotherapeutic frameworks that have historically guided clinical work in the United States: psychodynami, behavioral, and cognitive models. Students will examine the origins of these modalities, including the sociopolitical context in which these techniques emerged, and the core therapeutic skills and interventions associated with their implementation. Clinical methods will be demonstrated and practiced with simulation and standardized clients.	**ODSW 703 Advanced Clinical Practice 2** The aim of this advanced methods course is to deepen students' understanding of interventions with urban populations. Students will focus on interventions with Children and Adolescents, Couples and Families, the Elderly, and Substance Use Populations. This course will explore urban group dynamics, theories, and methods, with special emphasis on particular groups as a whole. Course content includes using research and theory to plan for and facilitate interventions with urban populations in different settings. The meanings of group experience for members of oppressed groups will be stressed.	UMB's course looks at frameworks that guide clinical practice and students will participate in simulations using standardized clients. MSU's course focuses on interventions used with urban populations.
SWCL 809 Innovations in Clinical Practice In this seminar-style course students will explore a variety of clinical modalities that have developed as part of a "third wave" or move toward integrative practice models. The course will cover concepts like meaning making, trauma-informed care, individual and collective narratives, cultural humility, critical consciousness, mindfulness, relationship skills, the brain-body connection, and/or values-centered action. In teams, students will choose a modality in which they would like to develop deeper knowledge and skill, concentrating on its application within their own area of focus or population of interest. Each student will create and present a case conceptualization; a simulated demonstration video implementing the skills associated with their chosen modality and identify questions or discussion topics for consultation and discussion amongst course participants.	**N/A**	MSU does not offer an integrative practice models course
SWCL 812 Integrative Clinical Practice Models This course will explore different frameworks for integrative practice and give students the opportunity to consider and articulate what aspects of different traditions, tools, and	**N/A**	MSU does not offer a course on integrative social work practice

evidence-supported frameworks might be most helpful in their own area of focus or population of interest. As part of this course, students will research different aspects of effective practice within their specific area of focus including multiple forms of evidence: scholarly research, clinical trainings, and community voices, feedback, and narratives. Each student will develop a training guide, demonstration video, or scholarly paper focused on the application and adaptation of clinical modalities within the sociocultural context of the communities or populations they work alongside.		
SWCL 818 Integration Seminar and Case Presentation This lab will engage students in progressively higher-level critical thinking and clinical decision making using a case-based approach along with simulation. This seminar will allow students to integrate their DSW academic course work with clinical experiences from their employment sites and work with their own clients. Students will present and discuss client cases, their diagnoses, theoretical conceptualization of the presenting problems, treatment planning and specific interventions used. Students will learn methods of effective consultation both in person and using telehealth care devices. Students will learn the process of effectively triaging clients for services, identifying potential risks (health/behavioral health).	**N/A**	MSU does not offer a course on Case Presentation
N/A	**ODSW 804 Spirituality, Religion, and The Helping Tradition (Clinical)** This course is offered to aid the development of culturally competent clinical practitioners who will be critically reflective of and respectfully responsive to the diversity of religious and spiritual values, ethics, and principles that contribute to the world views of those with whom they work. It explores the role of spiritual and religious perspectives in supporting or impeding individuals, families, and group strengths and their interaction within structural systems. Students will gain knowledge of clinical interventions related to V Codes that may be the cause of the underlying conditions related to spiritual or religious problems and the overlap between psychiatric disorders.	UMB does not offer a course on Spirituality and Religion.

SWCL 821 Simulation and Case Consultation Lab	ODSW 805 Technology, Human Behavior, and Clinical Social Work Practice	UMB's course focuses on IPE and uses simulation labs. MSU's course focuses on technology, how it impacts clinical practice specifically with an urban population.
Clinical Social Work practice involves not only working with individuals and families but also working alongside other professionals in the care of clients. Effective interprofessional collaboration, teamwork and communication is necessary. This Lab will provide simulation of case consultation along with discussing how to conduct short term consultative services, telehealth services, provide written and verbal feedback of assessments, and how to craft helpful recommendations for colleagues in support of clients well-being.	Clinical Social Worker Practitioners provide a variety of services using online technologies. Covid-19 provided urban populations with the convenience of online treatment for medical, mental health, and other health-related disorders and educational and social opportunities. This course explores technology's impact on advanced clinical social work practice with urban populations, colleagues, and institutions and the behaviors that influence technology use. Students will apply ethical standards to advanced clinical practice, debate access to care issues, and use evidence-based interventions and theoretical models on a number of technological platforms.	
Teaching, Training, and Supervision		
SWCL 813 Social Work Teaching and Training Pedagogy: Theory and Practice	**ODSW 803 Social Work Pedagogy and Education**	The two courses share a similar focus, covering foundational concepts and skills relevant to advanced social work practice.
The course focuses on the theoretical and technical aspects of delivering social work education. The main focus of the course is to create, the simulation of real-world teaching situations designed to help students develop their teaching practice through a process of critical reflection, integration, and application. course covers social work teaching at both the BSW and MSW levels. The course includes theories of andragogy and reflective practice, curriculum development, teaching methodologies and techniques, general classroom activity, assessment, and evaluation of students, testing methodology, ethical considerations, and professional academic development at BSW and MSW levels of social work education.	This course examines the role and structure of urban social work education at the BSW, MSW, and Ph.D./DSW levels. Students will be introduced to a variety of philosophies for teaching adult education, strategies for effective learning in the classroom with an emphasis on diversity, social justice, and conflict resolution in the classroom. Content will focus on students' development of teaching skills, curriculum/syllabus design, lecture preparation, assignments and evaluation, and content delivery for effective and competent teaching and the transmission of knowledge and skills in academic and agency settings. Students will learn diverse instructional modalities including remote, asynchronous, hybrid, and Morgan flex. Students will develop a teaching philosophy to include in their professional portfolio.	
SWCL 817 Social Work Course and Curriculum Design Lab	**N/A**	MSU does not offer a teaching practicum course. They offer an online introductory course on teaching methods
This second course will be a practicum experience for students. Students will be assigned to create and implement a social work training seminar or course at their employment site. For example, Students may guest lecture in an appropriate SW course and provide at least one three-hour lecture on a topic reflecting their clinical specialty of interest. Lectures will be designed and discussed within the classroom		

format and will be implemented during the semester. Each student teaching activity will be observed by the instructor or videotaped for review along with detailed feedback of their teaching session.		
SWCL 805 Supervision and Mentorship This course explores the principles and practice of supervision, consultation, and mentoring in Clinical Social Work. Students will explore a variety of supervisory approaches models of individual and small group supervision will be demonstrated, practiced. Issues of how to teach and mentor supervisees within a community setting will be discussed. Simulation of clinical supervision with standardized clients across academic and community settings will be employed by students as they explore their role as a supervisor. Students will use exercises on self-awareness, reflective supervision, and learn to employ DEI principles.	**N/A**	MSU does not offer a course on supervision
SWCL 810 Supervision and Mentorship Lab This supervision Lab will be a practicum experience for DSW students. Students will be assigned to supervise a group of social work students working within their field placement or to use their employment environment to practice their supervision strategies. The goal is for students to apply their learning with actual social work trainees/workers, present these experiences to the group and obtain feedback to improve this supervisory experience. At least one supervision session will be videotaped for discussion and evaluation.	**N/A**	MSU does not offer a practice lab on supervision
Leadership Development		
SWCL 811 Leadership Styles in Social Work Practice Lab This course is designed to assist students in developing a personal philosophy and approach to leadership. The course will introduce historical and current theories on leadership. While there are many models of leadership development and practice, there is growing concern that we are amid a leadership crisis: the need and intensity for health and human services is increasing while leadership talent is declining. The performance of	**ODSW 802 Leadership for Social Change** This course is designed to assist a new generation of advanced urban practitioners in developing a professional philosophy and approach to leadership and policy practice skills on a micro, mezzo, and macro level focused on creating a more just society. The course will introduce current theories on leadership, reflect on various contexts in which leadership skills are exercised, and consider leadership practices in diverse	UMB's course focuses on developing leadership skills across a variety of settings. MSU's course focuses on developing advanced urban practitioners.

the human services sector depends upon, emerging, and current leaders possessing relevant, meaningful, and impactful leadership skills. This course will align leadership theory with leadership practice in the real world at the individual and collective level. This course will focus on promoting leadership skills across a variety of settings including NPO's, state and federal agencies, health care and human service agencies located in Rural Suburban and Urban environments.	environments. Conceptual frameworks including social justice, intersectionality, and anti-racism are placed within an ecological perspective to understand the relevance of interactions, dynamics, and consequences of structural bias and discrimination in decision making.	
Diversity, Equity, and Inclusion		
SWCL 806 Equity, Diversity, and inclusion in Social Work In this week-long intensive course, students will experientially engage with values, principles, concepts, and frameworks that facilitate justice-oriented, equitable, inclusive practice which recognizes the diversity in experiences and identities among the individuals and communities we work alongside. This will include a deep analysis of the impact of ideologies that sustain racism and other forms of oppression, how these *isms* manifest and endure, and how they impact individuals living within systems of power and privilege across micro and macro levels. Students will be introduced to the Social Change Ecosystem (Iyer, 2017), utilizing this framework to analyze the ways in which they can organize for lasting social change within their own sphere of practice in an effort to create a more equitable and just society. They will also engage with anti-racist anti-oppressive (ARAO) lenses, intersectionality, and Restorative Practices as approaches to clinical work in line with JEDI values. This will include examination of the clinical discourse on both conscious and unconscious bias, self-awareness, awareness of privilege, identity formation, the role of advocacy and a justice orientation in clinical work, and affirming, culturally responsive practice.	**N/A**	MSU does not offer a specific course in DEI but integrates DEI in the curriculum

Administration and Community Organization		
N/A	**ODSW 806 Entrepreneurship- Advanced** This course provides students with an experiential grant writing opportunity. Students develop a research project, not-for-profit, or for-profit business to focus their grant writing. Students will identify potential grants to fund the project. Students will select a grant funding opportunity for development. Students will develop skills in funding justification, developing a budget, project evaluation, and the development of a grant proposal. Scholarly literature, lectures, guest speakers, case studies, class discussions, and student presentations will develop the student's ability to develop and present for funding opportunities their specific project.	UMB does not offer any community organization courses
N/A	**ODSW 808 Non-Profit Management, Fundraising, Board & Workforce** This course will introduce students to different leadership roles in nonprofit organizations. Students will learn evidence-based, theoretical, and practical strategies for board membership, strategic planning, and ethical fundraising. Students explore financial documents and other tools used in the nonprofit sector for budgeting, funding allocation, capital planning, and operations. Students identify a nonprofit organization and develop a plan to join the organization as a board member.	
N/A	**ODSW 706 Social Work and Urban Organizations, Communities and Policy** The course is designed to provide students with the tools to analyze contemporary social welfare programs and the policy endeavors utilized to implement services which impact individuals, families and communities within the urban environment. Students will engage in learning activities which explore issues and programs to understand the relationship between social policy and social work practice.	

Research and Scholarship		
SWCL 802 Philosophy of Science in Social Work This course examines the assumptions, history, and development of scientific methods within social work. The course will cover methods of scientific inquiry and how knowledge is accumulated and validated. Students will explore how theory is constructed and its importance in explaining and predicting behavior. The course provides an in-depth exploration of ontological and epistemological foundations within social work and behavioral sciences. Discussion of theory development and construction along with methodological approaches to testing theory will be explored. Students will discuss important controversies within the field of philosophy of science, the role of values in research and methodological strategies along with the limitations of measurements used in the social sciences. The course will identify and evaluate the building blocks of social science - definitions and concept-formation, descriptive strategies, traditions of interpretation, measurement of variables, strategies of inference, ethics and Forms of explanation of findings.		MSU does not offer a course on the philosophy of science in social work
SWCL 819 Research Methods/ Quantitative Approaches The purpose of this course is to cover the essential concepts of quantitative research methods. This course will focus on research ethics, building a conceptual framework, question and hypothesis formulation, research design, sampling, level of measurement for variables and scale construction. Students will learn how to design research related to social work practice. The course will review the selection and development of outcome measures, intervention manuals, and fidelity measures as appropriate. It will closely examine the use and development of practice guidelines, evidence-based practice, and meta-analytic procedures.	**ODSW 704 Research Methods for Clinical Practice** This course presents an examination of scientific research methods specifically relating to social work clinical practice. Students acquire basic knowledge and skills to utilize existing social research for practice-related decision making and carry out systematic methods of inquiry in their practice setting. It will prepare the student for basic elements of research design and research methodology, ethical and cultural issues in research, and fosters critical thinking in evaluating existing research.	The two courses share a similar focus, covering foundational concepts and skills relevant to advanced social work practice.
SWCL 814 Research Methods/Qualitative Approaches This course will provide an overview of six types of qualitative research approaches widely used in social work inquiry: 1) content analysis, 2)	**ODSW 807 Community Advocacy and Participatory Research for Applied Practice** The purpose of this course is to comprehend the methods of informed decision-making through the lens of empirical research to guide community	UMB's course focuses on foundational qualitative research methods. MSU's course focuses on

template analyses, 3) grounded theory, 4) participatory action research, 5) Indigenous and decolonizing methods and 6) immersion approaches. These methods illustrate key differences in research purposes, epistemologies, ethics, and methods. In general, the course will provide an exploration of foundational qualitative research methods and strategies. Students will be introduced to ontological, epistemological structures and theoretical assumptions underlying these methods. Students will learn how appropriately apply these methods with particular emphasis on use within the clinical setting. Students will learn how to both acknowledge and document the lived experience of participants.	endeavor development and influence organizational leadership. Students are expected to develop research knowledge and enhance the skills needed for effective evidence-based clinical-community research application. This course will specifically prepare students with the necessary skills for effective community level(macro) practice and leadership. Upon completion students will be able to identify and describe theories and relevant models of effective community practice and theoretical models for community organizations. Students will also be introduced to Community Based Participatory Research (CBPR) approaches and methods. This course is also designed for students to learn community practice theories and participatory approaches. Ultimately students will develop skills to execute CBPR studies with community partners and stakeholders.	research methods for community/macro level research.
SWCL 807 Publication and Grant Writing Lab This workshop will provide students with the necessary information to outline and write a publishable paper, including the selection of a topic, target audience, and appropriate journal. Students will develop skills in organizing content and preparing for the review process. Emphasis will be placed on the development of a literature review for publication in one's area of expertise/interest. Each student will be required to start or complete a paper that expands on work done for a practice course or that reflects their interest and supports the student's clinical practice and/or Capstone project (e.g., a traditional case study or a single system design study).	**ODSW 806 Entrepreneurship- Advanced** This course provides students with an experiential grant writing opportunity. Students develop a research project, not-for-profit, or for-profit business to focus their grant writing. Students will identify potential grants to fund the project. Students will select a grant funding opportunity for development. Students will develop skills in funding justification, developing a budget, project evaluation, and the development of a grant proposal. Scholarly literature, lectures, guest speakers, case studies, class discussions, and student presentations will develop the student's ability to develop and present for funding opportunities their specific project.	UMB's course focuses more on publishing and scholarship. MSU's course is geared toward grant writing.
N/A	**ODSW 705 Applied Statistics** This course equips students with the knowledge needed to use various statistical techniques, emphasizing applications that can be used to address urban social work practice issues. Students will learn to apply descriptive and some intermediate statistical procedures to social problems and human service programs, emphasizing clinical practice settings. In addition, beginning knowledge and use of computer statistical software packages will be emphasized.	UMB does not offer a course in statistics in the DSW curriculum

SWCL 815 Capstone Development Lab	**ODSW 997 Dissertation/Capstone Guidance**	The capstone/ dissertation is implemented UMB's SWCL 815, SWCL 816, SWCL 820 and MSU's ODSW 997 and OSDW 998. As a final requirement, the capstone or dissertation demonstrates each student's expertise, critical thinking, and capacity to lead impactful changes in social work.
This course is focused on developing an idea for their final capstone project. This pro-seminar will encourage students to discuss, research and present their proposals for the capstone project. The instructor will provide instruction and consultation to each student to formulate a project that is clearly defined and doable within the period allocated. By the end of this seminar, students are expected to have a solid draft of their proposal.	This course enables a doctoral student to develop and execute an approved research agenda in consultation with the student's dissertation/capstone project chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation/capstone project. This course is a non-curricular course and is not considered a program credit requirement.	
SWCL 816 Capstone Project Seminar	**N/A**	
This second seminar will be dedicated to the refinement and submission of their capstone proposal and the initiation of their proposed project including clear documentation of goals and objectives, procedures, and methods, expected outcomes, and timeline for completing the project. Each proposal will be presented to the class who will provide feedback and suggestions.		
SWCL 820 Capstone Project Seminar	**ODSW 998 Dissertation/Capstone Defense**	
This seminar is the culmination of the capstone project and a student's last step before being certified for graduation. The first half of the class will be dedicated to assisting students to complete and write up their capstone project. The second half of the class each student will make a formal presentation of their project along with comments about their struggles, learning and future directions of this interest.	This course allows doctoral students the opportunity to defend their doctoral dissertation/capstone project for approval by the student's dissertation/capstone project chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation/capstone project chairperson and committee, the dissertation/capstone project is submitted to the School of Graduate Studies for the final processing and approval.	