

Doctorate in Social Work (DSW)

DSW Program Outline

Education Specialization

Leadership Specialization

NOTE: Total 45 Required Credits. Students complete 12 courses as a combined group (cohorts). Students in the Education and Leadership Specializations are required to take 3 advanced skills and core courses in the specialization selected, as a separate cohort/group.

Year One

4-day Orientation in August; St. Paul, Minnesota (Main Campus)

SEMESTER I, FALL I and II

7-Week Online Courses

DRSW 700: History of Social Work, Education and Leadership Administration (Fall I)

DRSW 728: Research and Scholarship I (Fall II)

J-Term-4 Weeks

DRSW 720: Theory and Model Building for Research & Practice

SEMESTER II, SPRING I and II

7-week Online Courses

DRSW 729: Research and Scholarship II (Spring I)

DRSW 727: Banded Dissertation and Scholarship (Spring II)

Year Two

SEMESTER III, FALL I and II

7-Week Online Courses

DRSW 717: Pedagogies in Social Work Education (Education-Fall I)

DRSW 737: Leadership in Challenging times, Adapting to Change (Leadership-Fall 1)

DRSW 723: Engaged Scholarship (Fall II)

J-Term-4 Weeks

DRSW 731: Grant Writing

SEMESTER IV, SPRING I and SPRING II

7-Week Online Courses

DRSW 718: Curriculum Design and Development (Education-Spring I)

DRSW 736: Complex analysis, Organizational Leadership and Management (Leadership-Spring I)

DRSW 721: Scholarship of Teaching and Learning (Education-Spring II)

DRSW 732 Program Evaluation and Organizational Systems (Leadership-Spring II)

Year Three

SEMESTER V, FALL I, II

7-Week Online Courses

DRSW 726: Writing for Publication (Fall I)

DRSW 725: Career Development Practicum (Fall II)

J-Term-4 Weeks

DRSW 734: Program Leadership, Mentorship and Faculty Development

SEMESTER VI, SPRING

7-Week Online Courses

DRSW 800: Banded Dissertation (Spring I)

DRSW 801: Banded Dissertation II: Defense (Spring II)

DSW Course Descriptions

DRSW 700 History of Social Work, Education and Leadership Administration

This course will examine the history of the social work profession. By reading and discussing influential historic social work texts, students will understand and consider the enduring tensions, achievements, and possibilities of the social work profession. The influences of socioeconomic class, race, and gender on the development of social work and social work education and leadership administration are considered. The longstanding tensions between theory and practice and between micro and macro practice are also addressed. The historical legacy of leadership provided by educators and other influential persons in the social work profession are examined. Students will present historic texts and lead thought-provoking and engaging discussions. Students will conduct a scholarly historic analysis of archival materials on a topic related to the profession of social work, education, or leadership administration that culminates in a research paper and review a peer's final paper, as well. Students will develop a consciousness of their identity as a social work scholar-practitioner and be able to identify and articulate the historic antecedents that have influenced this development. **3 credits**

DRSW 710 Social Work Education

This course provides a foundation for analyzing the continuum of social work education in the United States from baccalaureate to masters, through the doctoral degree. It explores the philosophy and process of accreditation both professional and regional. It examines generalist and specialized curriculum models (explicit curriculum) and context, faculty, financial resources (implicit curriculum). Special emphasis is placed on understanding the history, philosophy and values of social work education. The role of professional social work educational associations and their relationship to professional practice associations is reviewed. International social work education is explored. **3 credits**

DRSW 717 Pedagogy in Social Work Education

This course provides opportunities to review different pedagogies in social work and interdisciplinary education, using experimental and non-experimental approaches. Four pedagogies representing the most traditional to the most radical will be examined. The ontological, epistemological, and axiological assumptions of each pedagogy will be explored as tools for the development of teaching methods. **3 credits**

DRSW 718 Curriculum Design and Development

The purpose of this course is to explore and address the role of curriculum – implicit and explicit – in operationalizing the mission and purpose of a social work program, regardless of level – BSW, MSW, and Doctorate. Social work programs ‘live’ in larger institutional, societal, and cultural contexts. Students will consider the influences on and the role of curriculum in the institution at large, including faculty governance structures that guide curriculum development and changes, the influences of mission and goals on curriculum development at multiple levels, and the unique role of accreditation in the development of social work curriculum and the influence of international education. Students will engage in curriculum development through the application of current CSWE Education Policy and Standards (EPAS). Students will independently, and as team members, implement and map this process from mission and purpose through delivery to include assessment and ongoing improvement. **3 credits**

DRSW 720 Theory and Model Building for Research & Practice

The intent of this course is for students to gain a mastery in the selection and application of theories, concepts and frameworks that serve as the grounding of social work in classroom and practice settings. Students will be introduced to the processes involved in constructing and deconstructing models and theories. This course will also provide opportunities for students to identify strengths and limitations in the selection and application of theory and the factors that contribute to this process. Students will critically analyze and compare theories from a variety of frameworks including ethics, diversity, and social justice. **3 credits**

DRSW 721 Scholarship of Teaching and Learning (SoTL)

The purpose of this course is for students to gain the knowledge and skills necessary to assess teaching and learning through scientific methods and applications of outcomes for quality improvement. We will examine the teaching and assessment practices of exemplary teachers in

higher education. Using quantitative and qualitative methods of research, we will explore important social justice principles in SoTL generally and teaching evaluation methods specifically, including multiple learning styles, developmental needs of students, and diversity. **3 credits**

DRSW 722 Mixed Methods of Social Work Research

This course will provide an overview of mixed methods research, with an emphasis on its application in social work research. Students are expected to have a basic understanding of quantitative and qualitative research methods prior to beginning this course. “Mixed methods” refers to the intentional mixing of quantitative and qualitative approaches within one study or across a program of research. Engagement in mixed methods research is intended to enhance the researcher’s ability to study complex social phenomena holistically, while minimizing some of the limitations posed by mono-method (qualitative or quantitative) designs. The foundation for conducting mixed methods research in social work is laid by exploring the historical, philosophical, and epistemological, roots of this emerging research methodology. Methods for collecting, analyzing and presenting data will also be discussed. **3 credits**

DRSW 723 Engaged Scholarship

The purpose of this course is to engage directly with scholarly activities such as writing for publication, peer-review, and ongoing assessment of a scholarship agenda as the grounding for a student’s development of an identity as a scholar. The work of this course is grounded in the student’s Banded Dissertation Plan. Strategies and techniques for establishing, improving and maintaining types of scholarly activities are examined, discussed and implemented. Emphasis in this course is on the development and creation of a ready to submit for publication article. Each student will develop an outline for a proposal for a peer-reviewed presentation at professional conference(s), based on the topic of the manuscript. Professional ethics in scholarly activities such as writing for publication are addressed. **3 credits**

DRSW 724 Interprofessional Education in Social Work Education

Social Work has a critical role in the development and practice of Interprofessional Education (IPE) grounded in its historical roles in interdisciplinary and multidisciplinary practice settings. In this course, students will explore and analyze the relationship of social work competencies with those currently articulated in IPE in both medical and non-medical settings. Students will consider these intersections in community settings such as the Interprofessional Center for Counseling and Legal Services (IPC) at the University of St. Thomas where faculty, staff and students from law, psychology and social work collaborate to address the needs of underserved clients. Students will analyze the challenges and opportunities provided by Interprofessional education and practice in the academy, the profession and practice. **3 credits**

DRSW 725 Career Development Practicum

In this course, under the guidance of faculty, students will articulate and complete, under an experimental environment, articulate the dimensions of their identity as educators or practitioners in preparation for seeking a teaching or practice position in higher education. Grounded in their experience and previous coursework and input from students, classmates and instructor, students will develop and analyze their teaching skills through in vivo teaching opportunities in the

classroom. Students will articulate their educator identity through seminar-based consultations with the instructor, peers, faculty development and other career-focused experts. Students will develop updated teaching, practice, and scholarship statements; formulate a curriculum vitae showing their teaching, scholarship and service/leadership accomplishments. Guided by the instructor, and with supporting evidence/detail, students will articulate their scholarship agenda and teaching philosophy through practice colloquium presentations. **3 credits**

DRSW 726 Writing for Publication

This course serves as a project-focused seminar with the goal of preparing students to write for scholarly publication. Building on previous coursework, the seminar takes the form of a writing group and emphasizes later parts of the writing process (i.e. writing as rewriting, refining, and finalizing). The seminar will give attention to topics such as ways to strengthen one's methodology and considerations in choosing and writing with a journal's focus and specifications in mind. The seminar focuses on one paper, offers a social context for writing, and culminates in the finalization of a manuscript, suitable for publication, that can serve as one of the three scholarly products required for the banded dissertation. **3 credits**

DRSW 727 Banded Dissertation and Scholarship

In this course students will identify their primary area of scholarship and research inquiry and develop the proposal for their Banded Dissertation (BD). Students will evaluate a continuum of methodological approaches to consider for their scholarship that are both congruent with social work practice realities and representative of models of inquiry that incorporate multiple world views of knowing and understanding the human experience. Students will learn about how conceptual frameworks guide research and scholarship and identify the conceptual framework that will guide their banded dissertation. Students will learn about the role and management of the institutional review board and the effective management of research projects. Students will explore and critically analyze Boyer's four areas of scholarship: the scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching. Students will develop an understanding of the process for publication requirements for scholarship works in peer-reviewed journals and presentation of scholarship at regional and national conferences. **3 credits**

DRSW 728 Research and Scholarship I (Quantitative Methods)

This course introduces students to quantitative research methods in social work. This course introduces students to ways of conducting social work inquiry in natural or controlled settings based on quantitative methods and reasoning. In this course, students will explore the philosophical, epistemological, methodological, ethical and socio-political issues that underlie and influence quantitative research. Students will learn about the role, use and application of apriorism in designing, conducting, analyzing and reporting quantitative studies. We will address reliability and validity as requirements of rigor in the conduct of quantitative research studies. Students will learn the basic elements of statistical analysis and hypothesis testing focused on processes and problems that are the focus of social work practice and education. This course provides the necessary knowledge needed to work on a research-based article that is a requirement of the banded dissertation. Prerequisite: DRSW 720. **3 credits**

DRSW 729 Research and Scholarship II (Qualitative Methods)

This course introduces students to qualitative research methods in social work. Students will learn to gain insight and explore phenomena in their natural settings, interpreting the meaning people attribute to them. Students will learn about the methodological, cultural, ethical and political issues that underlie qualitative research. Students will learn about the unique role of qualitative research for knowledge development, including epistemology, theory, conceptual frameworks, and designs. Students will learn approaches for generating, interpreting and reporting qualitative data, including strategies for addressing rigor in the analysis of data. Students will learn about reflexivity in the research process and how their culture and place in society affect research methods and the interpretation of data. This course will provide students with a working knowledge of how to use qualitative approaches and methods to understand the perceptions, behaviors, processes and problems that are the focus of social work practice and education. This course provides the necessary knowledge needed to work on a research-based article that is a requirement for the banded dissertation. Prerequisite: DRSW 728. **3 credits**

DRSW 731 Grant Writing

Developing effective grant writing skills is essential to acquiring competitive funding from internal institutional resources, government agencies or private foundations for research or program evaluation/ development. The ability to write grants is a highly marketable skill that is a blend of both science and art. It requires content knowledge, writing proficiency, strong research skills, creativity, organizational ability and patience. The purpose of this course is to address the essential knowledge and skills of grant writing and provide the experience of writing a grant application from the development of an idea through the submission process for either an academic research proposal or a community-based collaboration. Students will learn and demonstrate the basics of grant writing including identifying and analyzing potential funding sources, creating project goals/study aims, choosing study designs and evaluation plans, addressing budgets and timelines, and responding to grant reviews. **3 credits**

DRSW 732 Program Evaluation and Organizational Systems

The purpose of this course is to address the essential knowledge and skills of program evaluation and organizational systems needed for leaders to actively design and guide program evaluation and assessment needs in large complex organizations. Programs are increasingly under pressure to demonstrate their effectiveness and accountability to a variety of internal and external constituencies and stakeholders. Leaders need to demonstrate how they are meeting specific performance objectives and program outcomes, the achievement of which may be linked to continued program funding. This course will provide an overview of approaches and essential skills to develop and guide program evaluation and assessment in organizations with often complex systems and structures. **3 credits**

DRSW 733 Program Administration

Social work programs operate in the context of a rapidly changing higher education environment. In order to remain responsive to environmental changes, organizational structure and function must have sufficient flexibility to adapt, while maintaining a consistent focus on institutional and program mission. Designing and administering programs which have these qualities requires a knowledge and value base which, while drawing on traditional management theories, is in many important ways unique to social work. This course is designed to enable students to understand

the knowledge base required for program management and to apply it in a manner consistent with social work values. **3 credits (Elective)**

DRSW 734 Program Leadership, Mentoring, and Faculty Development

This course provides opportunities for students to conduct independent explorations of each of areas that are integral to developing leadership roles: supervision, mentoring, program administration or faculty development. Using resources provided and those identified through their own research, students will continuously examine their competencies and demonstrate preparation for supervision, mentorship, program administration or faculty development in the academic setting. Applications may focus on work with students, colleagues, programs and/or self-development. **3 credits**

DRSW 735 Independent Study

Independent study refers to a type of learning contract in which a registered student and/or professor have the responsibility for defining, organizing and evaluating a special project of limited scope (limited in content and in the time designated for its completion). Independent study provides an opportunity for students to receive one-to-one instruction and guidance, while pursuing a subject of special interest. This work is completed independently under the professor's personal direction. **1-3 credits (Elective)**

DRSW 736 Complex Analysis in Organizational Leadership and Management

In a world changing so fast with limited resources amidst pressing and competing demands, data-driven decision-making and resource allocation are important requirements for advanced leadership. This course will introduce students to the theories and functions of complex analysis for institutional management as a requirement for effective organizational planning and leadership. Students will learn ways to structure and apply quantitative and qualitative data for institutional decision making. Students will learn ways to model and specify problems, predict their nuances, and arrive at data-driven decisions for effective outcomes. The roles and utility of artificial intelligence in managerial leadership will also be reviewed. Specific outcomes such as budgeting, resource allocation and administration, and input-outcome assessments will be considered. **3 credits**

DRSW 737 Leadership in Challenging Times, Adapting to Change

The purpose of this course is to evaluate leadership theoretical perspectives in organizational systems grounded in the values and principles of the social work profession. Current leadership perspectives emphasizing ADEI frameworks are examined within the context of organizational systems in diverse practice settings. A critical analysis on the roles and responsibilities of leadership perspectives and styles is explored. Students will examine current skills and strengthen skills in current social work leadership roles to adapt to change during challenging times. Students will critique their own leadership style and philosophy and create a vision for an organizational setting in this course. **3 credits**

DRSW 790 Topics

The topics course will vary each semester and provide an in-depth study of particular issues, concerns and trends in social work practice at all levels and in social work education. Topics may address areas such as emerging trends; the roles and responsibilities of social work educators in leadership in the profession, community, and academy; and the development of scholar-practitioner identity. **1-3 credits (Elective)**

DRSW 800 Banded Dissertation

This course provides doctoral candidates with the framework, final considerations and instructions for the completion of the written DSW Banded Dissertation. Candidates for graduation will have completed three scholarship products which are subject to the peer review process and are linked by issue, theory, theme, pedagogy, or population. The practical aspects of conceptual framing and writing of the dissertation will be addressed. A peer review process will be completed during the course and the students will begin initial consideration of the defense process for their completed dissertation. **3 credits**

DRSW 801 Banded Dissertation II (Defense)

This course is a continuation of Banded Dissertation I. In this course students will prepare for and complete their Banded Dissertation (BD) defense. A public defense is a peer-review process. The purpose of a defense is for the student to explain, describe, and critically analyze and defend their choices for their BD products. Students will discuss and defend their overall topic, scholarly agenda, the conceptual model for their BD, research method, ideas, and relationship to social work education and/or practice. Students will have the opportunity to publicly present their scholarly work and emerging scholar-identity amongst the faculty, colleagues, and the community at large and engage in public discourse. In this course, students will finalize their BD products and be well prepared for a public defense. Students will experience a public peer-review process, be challenged as they respond to criticism, demonstrate the ability to critically analyze questions and respond to questions, and expect revisions as part of this academic exercise. Prerequisite: DRSW 800. **3 credits**