<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE SCHOOL OF SOCIAL WORK</td>
<td></td>
</tr>
<tr>
<td>Director's Message</td>
<td>3</td>
</tr>
<tr>
<td>Vision, Mission, and Values</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Sample Student Publications</td>
<td>8</td>
</tr>
<tr>
<td>THE PEOPLE</td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td>13</td>
</tr>
<tr>
<td>Research</td>
<td>15</td>
</tr>
<tr>
<td>Teaching</td>
<td>17</td>
</tr>
<tr>
<td>THE COURSES</td>
<td></td>
</tr>
<tr>
<td>PhD Courses</td>
<td>18</td>
</tr>
<tr>
<td>Research Practicum</td>
<td>23</td>
</tr>
<tr>
<td>DISCOVER</td>
<td></td>
</tr>
<tr>
<td>About the University</td>
<td>25</td>
</tr>
<tr>
<td>Life in Baltimore</td>
<td>27</td>
</tr>
<tr>
<td>NEXT STEPS</td>
<td>28</td>
</tr>
</tbody>
</table>
Dear Prospective Applicant,

Thank you for your interest in the PhD program at the University of Maryland School of Social Work. We have an exciting program that prepares graduates to conduct social work research and teach the next generation of social workers.

This viewbook will provide you with a brief introduction, focusing on some of the unique aspects of our program and highlights of the opportunities we provide. Much more information about the program is available online at www.ssw.umaryland.edu/phd. I encourage you to visit the website for my blog and information about admissions, faculty and student research, courses, and funding opportunities.

I hope this publication and the website are helpful. Please feel free to contact me by email at dharrington@ssw.umaryland.edu or by phone at 410-706-7960 if you have questions, want more information, or would like to arrange a visit. We love when prospective students visit the School.

Best wishes,

Donna Harrington, PhD
Professor and PhD Program Director
VISION
The University of Maryland School of Social Work anticipates and meets the challenges of societal issues by promoting social and economic justice and by advancing social welfare and social work.

MISSION
The mission of the University of Maryland School of Social Work is to develop leaders and scholars to advance the well-being of populations and communities at risk. The School serves society through the development of knowledge in education, research, scholarship, service innovation, and advocacy. The PhD program’s mission is to prepare graduates to conduct interdisciplinary research and become exemplary social work scholars and educators.

VALUES
The faculty, students, and staff of the University of Maryland School of Social Work adopt this statement of values in support of the School’s mission. We value:

• Excellence in education, research, scholarship, and service
• Academic freedom through the pursuit and dissemination of knowledge
• Global economic and social justice for all individuals with particular emphasis on vulnerable, excluded, and marginalized populations
• Ethical and socially responsible conduct
• Strengths of individuals, families, and communities
• Inclusiveness, respect, and diversity
More than 50 years ago, the University of Maryland School of Social Work was founded among the housing projects and vacant lots of West Baltimore.

Starting with just 19 students, a handful of faculty members, and a significant mission to develop knowledge in education, research, scholarship, service innovation, and advocacy, the School has grown to become one of the largest and most respected in the country.
Today it is ranked among the top 20 schools of social work in the nation and is part of a vibrant community and a thriving campus of graduate and professional students.

Students in the social work PhD program come from across the U.S. and from foreign countries. Although all students have a master’s degree in social work, they bring diverse ethnic, professional, and academic backgrounds with undergraduate degrees in social work, liberal arts, science, math, humanities, and business.

With high research publication rates in prominent social work journals, our faculty offers a range of specialties and approaches. Together, faculty and students help individuals and communities through more than 600 programs and field instruction sites in Baltimore, Washington, D.C., and elsewhere in the mid-Atlantic region.

Our PhD program is designed for professionals with a master’s degree in social work. Upon completion of their studies, graduates have advanced data analysis, research, and theoretical knowledge and skills to provide scholarship and teaching that will further the social work profession.

Faculty Research
We have faculty engaged in research in almost every area of social work from maternal and child health to aging, using quantitative, qualitative, and mixed methods. It is very likely that one or more faculty members are conducting research in your area of interest, but if not, we have faculty who are happy to help you develop the skills needed to do work in that area. For more information about faculty research interests, please see the faculty bios at www.ssw.umaryland.edu/faculty_and_research/faculty_bios.htm. If you don’t see a faculty member working in your area of interest, please feel free to contact Donna Harrington, PhD, professor and PhD program director, at dharrington@ssw.umaryland.edu.

Funding for Students
Several of our faculty members have grants and contracts that support PhD students through Graduate Research Assistantships (GRAs). A 10-month, 20-hour per week GRA provides a student with a stipend of over $19,000, health insurance, and up to 10 credits of tuition remission for the fall and spring semesters.
Recent Student Publications
Our faculty and students are constantly publishing, and we encourage and support students to publish during the PhD program. Student publishing is based on coursework, GRAs, and partnerships with faculty. Here is a sample of recently published works by PhD students (student names are in bold):


“One thing about Baltimore is how there’s such a range of neighborhoods...
...that you’re sure to find one that feels like home to you.”

–BaltimoreCollegetown.org
NICOLE O’REILLY, MSW  PhD Student, Predoctoral Fellow at the Center for Maternal and Child Health (MCH) Social Work Education

EDWARD PECUKONIS, PHD, MSW  Associate Professor and Project Director, Center for MCH Social Work Education

TODD VANIDESTINE, MSW, MHR  PhD Student, Senior Predoctoral Fellow at the Center for MCH Social Work Education

For Nicole O’Reilly and Todd Vanidestine, the support they received from the University of Maryland before they even decided to enroll went a long way in choosing a school of social work to attend.

“I targeted several excellent schools, but the immediate support and response I received from faculty, staff, and students at the University of Maryland made this the only choice for me,” says O’Reilly, who grew up in nearby Lancaster County, Pa.

“Ultimately,” says Vanidestine, “it was the supportive environment and relationships that definitely influenced my decision to attend this particular program.”

And since becoming students, they have not been let down. O’Reilly and Vanidestine say the help they have received from their mentors has played a large part in making their experience at the School of Social Work a rewarding one.

“Dr. Pecukonis provides me with amazing guidance and mentorship in teaching and working with students to develop our future colleagues,” says O’Reilly, whose studies are focused on exercise and access to nutritional food. “I have a terrific support system here.”

Vanidestine says Pecukonis and other mentors at the Center for MCH Social Work Education are preparing him well for a career battling health disparities and oppression through teaching, organizing, consulting, or other work. “I feel the relationships that are being created through the doctoral process will help guide me to a fulfilling career,” Vanidestine says.

Pecukonis says mentoring MCH fellows is very rewarding and advances the mission of the School of Social Work and the Center for MCH Social Work Education.

“The fellows develop skills in teaching maternal and child health content and initiating a research agenda,” Pecukonis says. “The MCH fellowship prepares the next generation of MCH social work educators.”
LYNN MURPHY MICHALOPOULOS, MA  PhD Candidate

A developing researcher whose primary interest is trauma, Lynn Murphy Michalopoulos has had an abundance of opportunity in that area while at the School of Social Work.

Since enrolling in 2009 as a graduate research assistant, Michalopoulos has contributed to a white paper on urban victims of trauma, helped develop a tool kit for service providers working with traumatized families, and worked with Trauma-Adapted Family Connections, a neglect prevention program for urban families that have experienced trauma. She was also a co-presenter of a poster on vicarious trauma among social workers during the annual Graduate Research Conference at the University of Maryland in 2011.

The School of Social Work has also helped her develop relationships and collaborations with international mental health researchers, enabling her to conduct both quantitative and qualitative research on trauma in low- and middle-income countries—a focus of her work. In 2012 she went to Zambia, where she developed a database for a randomized controlled trial regarding traumatized children. She continues to provide technical assistance to care providers there.

"I feel very fortunate to have worked with researchers and scholars at the School of Social Work," Michalopoulos says. "I have been given a number of opportunities to be involved with studies at various stages, I learned cutting-edge statistical analyses, and I co-authored a number of manuscripts related to trauma."

In 2012, in preparation for graduation from the School of Social Work the next year, Michalopoulos successfully defended her dissertation proposal on cross-cultural adaptability among people with post-traumatic stress disorder in Iraq, Thailand, and the Democratic Republic of Congo. She plans to pursue an academic or research career in which she can continue to adapt and develop assessment tools that are culturally appropriate for non-Western populations affected by trauma.

"I am grateful for my many mentors, professors, and graduate assistant advisors who have provided me with a solid foundation as a knowledgeable and growing social work scientist," Michalopoulos says. "I truly feel I have been given the tools to contribute to the global mental health field."
ANDREA JONES, MSW, LSW  PhD Candidate and Hartford Doctoral Fellow

When Andrea Jones taught Cross-Cultural Qualitative Methods, a School of Social Work master’s program course, it was a great learning experience, she says—and not only in how to conduct a class. Jones also learned from the students.

“They were bright, engaged, and focused on making the world a better place,” says Jones. “They made teaching the class a joy and a pleasure.”

While attending the School of Social Work, Jones, who plans a career teaching about issues facing the elderly and conducting community research on aging, was active in a wide variety of areas. She facilitated two breast cancer focus groups, worked on an asset-mapping project in Baltimore neighborhoods, served as a student member of the School’s Aging Interest Group, and—as the student representative to the School’s Doctoral Program Committee—helped develop and implement a professional development speaker series.

But it was her time spent leading a class that she says was among the most valuable experiences at the School, and she thanks faculty members for the mentorship and support she received.

“They shared their syllabi and reading lists, and were very open about how to structure and conduct the class so students had the best learning experience possible,” Jones says. “Several attended my class to talk about their research or to assist with learning tasks related to qualitative interviewing and data analysis.”

Teaching, Jones realized, is not a one-way street.

“The process of teaching offered me learning opportunities as well,” she says. “The students are the best teachers.”
DEGREE REQUIREMENTS AND COURSES
The 51-credit curriculum begins with 21 credits of core courses: quantitative and qualitative research design and methods (9 credits); data analysis and statistics (6 credits); and research practicum (6 credits). Additional required courses include intervention research (3 credits), an integrative seminar (3 credits), teaching methods (3 credits), advanced research or data analysis in the student’s area of interest (3 credits), and theory in the student’s area of interest (3 credits). Students also take a 3-credit elective.

After completing the integrative seminar, students take a comprehensive examination. The final phase of the program is completion of 12 hours of doctoral dissertation credits.

SOWK 804 Research Methods in Social Work I (3 credits)
This course offers an introduction to conceptual understanding, fundamental research skills, and design and measurement necessary for students to do advanced social work research. The course covers historical trends in social work research problems, hypothesis formulation, selection and testing of measurement strategies, and diverse research designs, including experimental, quasi-experimental, single subject, survey, and quantitative design.

Prerequisite: Permission of instructor

SOWK 805 Statistics I (3 credits)
This course’s focus is on how to select and do the appropriate quantitative data analysis strategies. The course provides conceptual understanding and skills necessary for selection of appropriate statistical procedures, computer computation of procedures, and appropriate interpretation of statistical measures. Content includes basic descriptive statistics through an introduction to the General Linear Model using multiple regression and correlation analysis.
Prerequisite: Permission of instructor

SOWK 806 Research Methods in Social Work II (3 credits)
This course offers advanced conceptual understanding of skills used in complex research design and measurement as part of advanced social work research. The course covers advanced hypothesis formulation development, selection, and testing of measurement strategies in complex research designs including experimental, quasi-experimental, single subject, survey, and quantitative design.
Prerequisites: Grade of B or better in SOWK 804 and SOWK 805
SOWK 807 Statistics II (3 credits)
This course provides conceptual understanding of multivariate statistics. Students develop skills to use statistical software to conduct analyses and interpret the statistics. Students become skilled in using these techniques to analyze results of research designs used for social work research. Emphasis is on the relationship of data analysis and research design.
Prerequisites: SOWK 804 and grade of B or better in SOWK 805

SOWK 809 Multilevel Modeling (3 credits)
This course is intended to introduce multilevel modeling for analyzing nested or multiple level data. Students will identify situations where multilevel modeling should be used, will compare and contrast multilevel modeling with other data analysis techniques, and will conduct multilevel data analyses. Finally, students will write a journal article based on a multilevel analysis using a dataset of their choice.
Prerequisite: Permission of instructor

SOWK 810 Research Practicum I (3 credits)
This course enhances students’ ability to undertake significant and methodologically rigorous social work research in a substantive area. Each student participates as part of a research team to design, carry out, analyze, and distribute a research project. Students select the research topic, design, and measures for the study.
Prerequisites: SOWK 804 and SOWK 805

SOWK 811 Research Practicum II (3 credits)
This course expands knowledge learned in SOWK 810 to enhance ability to undertake significant and methodologically rigorous social work research in a substantive area. The student research team will finish collecting data as planned during SOWK 810; enter, organize, and analyze the data collected; and write a journal article that is ready to submit for publication review.
Prerequisite: SOWK 810

SOWK 812 Integrative Seminar (3 credits)
This seminar focuses on the relationship between theory and research methods in the development of research questions and a research design. It discusses the meaning of theory and theoretical frameworks; the difference between theoretical and conceptual frameworks; the difference between theories and logic models; different approaches to theory and research within different disciplines and in interdisciplinary work; the
connections between research and context (history, policy, practice); the role of researcher passions and values in the construction and implementation of research projects; and the role of ethics in both theoretical development and research design. At the conclusion of the seminar, students will have a clearer understanding of what to expect in the dissertation process and a rough outline of the structure of a dissertation proposal.

Prerequisites: SOWK 804, SOWK 805, SOWK 806, SOWK 807, SOWK 810, SOWK 811, SOWK 826

SOWK 814 Intervention Research (3 credits)
The evolution of social work practice calls for implementing systematic methods for developing and testing macro and micro social work interventions. This requires social work scholars to integrate their practice knowledge and wisdom with theories of social problems. Furthermore, scholars must undertake deliberate strategies for implementing methods for documenting and evaluating interventions to respond to social problems affecting systems of all sizes (e.g., individual, family, group, and neighborhood). The purpose of this advanced research seminar for PhD students is to introduce participants to the five steps of intervention development, testing, and dissemination and to provide opportunities for practicing elements of these stages based on their individual social work practice and research interests. Students demonstrate competence to develop or adapt a social work intervention and to prepare a research proposal to test the efficacy of the intervention.

Prerequisites: SOWK 804, SOWK 805, SOWK 806, SOWK 807, SOWK 810, SOWK 811, and SOWK 826

SOWK TBA Structural Equation Modeling (3 credits)
This course is intended to introduce structural equation modeling. Students will identify situations where structural equation modeling should be used, will compare and contrast structural equation modeling with other data analysis techniques, and will conduct structural equation data analyses. Finally, students will write a journal article based on a structural equation analysis using a dataset of their choice.

Prerequisite: Permission of instructor

SOWK 826 Qualitative Research Methods (3 credits)
This course provides introduction to qualitative research and its role in the development of social work knowledge. It covers material on paradigms underlying qualitative inquiry, basic ideas, and major methods. The course fosters students’ ability to conduct qualitative research through gathering and analyzing data.

SOWK 827 Seminar in Advanced Qualitative Data Analysis: Grounded Theory
This advanced seminar is offered for doctoral students who want to learn about qualitative data analysis for current or future research, or who want to do a qualitative
dissertation or a mixed-method dissertation. Most introductory courses offer students the opportunity to work on the early phases of a qualitative project (e.g., data gathering, writing a proposal) but not the opportunity to work on the later phases, such as data analysis and writing. The seminar is designed to take up where these courses leave off by focusing on qualitative data analysis. Doctoral students will have the opportunity to go into more depth in one of the major qualitative research traditions (grounded theory), learn a variety of techniques for data analysis, and have opportunities to develop their ideas and to present their work. Grounded theory is one of the most developed methods of qualitative data analysis.
Prerequisite: Permission of instructor

SOWK 835 Theories and Practice of Social Work Teaching (3 credits)
This course focuses on the development of teaching skills used for social work education. Students learn teaching strategies and classroom methodologies. Students develop and deliver sample lectures that include use of audiovisual materials.

SOWK 838 Selected Topics in Social Work (3 credits)
Faculty members design and carry out a course devoted to a special topic area. To monitor content and quality, faculty members submit a detailed course outline to the program director before the course is added to the semester course schedule.
Prerequisite: Permission of instructor

SOWK 897 Independent Study (1 to 3 credits)
Students select topics of professional interest and study with a graduate faculty member who has competence in the subject. Study plan must include provision for tutorial conferences and a formal paper or report. The student’s advisor, instructor, and doctoral program committee must approve the study before registration. Repeatable to a maximum of 6 credits.
Prerequisite: Completion of core courses

SOWK 898 Pre-candidacy Research (1 to 8 credits)

SOWK 899 Doctoral Dissertation Research (1 to 12 credits)
Although an interest in research is the main reason that social work students pursue a PhD degree, many do not have the skills needed to conduct a research study. The School of Social Work’s PhD curriculum teaches how to thoroughly conduct a research study and investigate a hypothesis. Research Practicum I and II, in particular, provide opportunities to learn practical skills for conducting research. For students Bethany Backes, Mark Lardner, and Karen McNamara, the program has been very valuable.

“The faculty assisted by guiding our process, but allowed us to experience the pitfalls and successes on our own,” says Lardner. McNamara adds that the program helps students “give something back to the University community” through research findings.

During the 3-credit courses, which are taken during two semesters, students choose a broad research topic. Guided by Llewellyn Cornelius, PhD, MA, professor, and Bethany Lee, PhD, MSW, associate professor, the students then work together to perform a literature search, design a study using standardized measures, and collect and analyze data. Each student also picks a more specific research question within the topic to answer.

Backes, Lardner, and McNamara focused on crime, and they agree that being part of a research team allowed them to learn about the group process as well as various approaches to conducting research. “Because our class was diverse, we benefited from each other’s different backgrounds and perspectives,” McNamara says.

“This is very much a hands-on project that the students design and lead,” says Lee. “From conceptualizing the study to collecting and analyzing data, the students work collaboratively to make decisions and they have total control over the final product.”

“Over the course of a year,” says Cornelius, “the students learn in real time the outcomes of decisions they make regarding the development of their study.” He says the best part of being an instructor in the research practicum is “watching the aha moments, both in the class and at the end of the project where it all comes together.”
Opened in 1807, the University of Maryland is the founding institution of the University System of Maryland. The more than 6,000 students on the Baltimore campus—70 percent are female and 36 percent are minority, according to recent statistics—attend professional schools of social work, dentistry, law, medicine, nursing, and pharmacy, as well as a Graduate School.

The University conducts significant research and community outreach. In Fiscal Year 2011, extramural research funding totaled a record $588 million, and the campus community volunteered more than 2 million hours tutoring and mentoring, expanding access to health care, and increasing employment opportunities throughout Maryland.

TWO PRESTIGIOUS LIBRARIES
The Health Sciences and Human Services Library (HS/HSL), founded in 1813, serves all schools on campus and the University of Maryland Medical Center. The state-of-the-art facility, which includes teaching labs, study rooms, and a presentation practice studio, offers innovative services such as consultations and classes. The Thurgood Marshall Law Library, named for the Baltimore-born civil rights activist and Supreme Court justice, holds about 400,000 volumes, including more than 4,000 periodicals.

ON-CAMPUS RECREATION FACILITIES
Among the many features at the Southern Management Corporation Campus Center, which opened in 2009, is the University’s primary recreation and fitness center, which includes a 25-yard pool, audiovisually enhanced cardiovascular and weight equipment, a spinning studio, basketball and racquetball/squash courts, and an elevated running track. A satellite fitness center is available across campus at the University of Maryland BioPark. For more information on both facilities and the wide variety of wellness programs available, visit www.umaryland.edu/urecfit.

HOUSING
Housing choices for students include on-campus apartments at Pascault Row and Fayette Square. Visit www.housing.umaryland.edu.

FINANCIAL ASSISTANCE
Many resources for financial assistance are available including grants/scholarships, loans, and work study. Visit www.umaryland.edu/fin. See page 7 as well for PhD program funding.

TRANSPORTATION
The Light Rail and the Metro Subway are within walking distance of the School, and major bus lines serve the campus. Visit www.mtamaryland.com.
Baltimore is a city rich in history and culture with eclectic options in housing as well as activities, recreation, entertainment, shopping, dining, and night life.

Eighteenth-century townhomes in historic Fells Point, garden apartments in the Mount Vernon cultural district, and high-rise condos in newly developed Harbor East are just a few examples of the rental properties available near the University in Baltimore’s downtown area. For more information, visit www.livebaltimore.com/rent.

Shopping options in the Baltimore area include the boutiques and antiques stores of Hampden, the specialty shops in the Inner Harbor area, and the 200-plus retail chain stores at Arundel Mills Mall, which is also the site of the new Maryland Live! gambling and entertainment center. Other entertainment choices run the gamut from local indie rock at small clubs to a world-class orchestra at the Joseph Meyerhoff Symphony Hall. Or just check out the free outdoor performances at the Inner Harbor amphitheater.

The city’s history, dating back to its Colonial origins, can be revisited at sites such as Fort McHenry—birthplace of “The Star-Spangled Banner”—and at museums including the B&O Railroad Museum, which boasts the oldest and most comprehensive collection of railroad history in the Western Hemisphere. Other museums include the Baltimore Museum of Art—home of the world’s largest Henri Matisse collection—and the Port Discovery Children’s Museum.

Recreational opportunities are as varied as Maryland’s geography, with winter sports in the mountains to the west, swimming and surfing on the beaches to the east, and boating, fishing, and hiking on the waterways and trails in between. If spectator sports are more your style, enjoy a Baltimore Ravens football game at M&T Bank Stadium, watch the Orioles play baseball at the University’s neighboring Camden Yards, or take a short trip to Washington, D.C., for Nationals baseball, Redskins football, Wizards basketball, or Capitals hockey.

Transportation within Baltimore and out of the city offers many options. Light Rail, subway, and an extensive bus system—including the free Charm City Circulator—serve the metropolitan area. Buses, trains, several major highways, and the nearby Baltimore/Washington International Thurgood Marshall Airport make it easy to venture outside of the city.

For more information about living in Baltimore, visit the websites for LiveBaltimore (www.livebaltimore.org), Visit Baltimore (http://baltimore.org), and the Baltimore Collegetown Network (www.baltimorecollegetown.org).
Ready to Apply?  
Need More Information?

Now that you know what makes the University of Maryland School of Social Work PhD program special, visit the School’s website—www.ssw.umaryland.edu/phd—to apply or for more information.

If you have questions about the social work PhD program, you can find answers on our website. Better yet, call or email us to arrange a visit. We can be reached at 410-706-7960 or phd@ssw.umaryland.edu.