To What Extent is Criminal Justice Content Specifically Addressed in MSW Programs in the United States?

Matthew Epperson, Leslie Roberts, Andre Marie Ivanoff, Stephen Tripodi, and Christy Gilmer
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There is significant overlap between the fields of social work and criminal justice, both from a historical and policy perspective as well as in terms of shared populations. Historically, the social work profession has exerted considerable influence in the shaping of U.S. criminal justice policy and practice, including key involvement in the development of reformatories and prisons (Gibelman, 1995; Gumz, 2004), the first juvenile court in Chicago in 1899 (Popple & Leighninger, 2005), youth delinquency prevention programs and child guidance clinics (Roberts, 2004b), probation and parole supervision (Roberts, 2004a), and crime victim assistance programs (Roberts, 1997) (for a thorough account of the historic connections between social work and criminal justice, see Roberts & Brownell, 1999). Beginning in the 1970’s, more conservative and punitive approaches to criminal justice policy, paired with growing skepticism toward the concept of rehabilitating “offenders,” are cited as primary contributors to what has been characterized as social work’s withdrawal from criminal justice. Although Reamer (2004) and others (Stoesen, 2006) assert that social work no longer has a powerful presence in criminal justice, others argue that recent trends, such as heightened focus on prisoner reentry, the development of problem solving courts and an increase in alternative to incarceration programs, indicate a shift back toward rehabilitation, and thus a widening opportunity for social work (Treger & Allen, 2007; van Wormer, Roberts, Springer, & Brownell, 2008). Regardless of the perceived influence of social work on criminal justice, social workers continue to be employed across the continuum of adult and juvenile criminal justice settings, including criminal courts,
probation and parole, jails and prisons, juvenile facilities and agencies, and programs specializing in court-mandated service provision (Roberts & Brownell, 1999).

Taking into account the numbers of individuals and families affected by both social welfare and criminal justice, it could be argued that the potential for interaction between these two systems has never been greater. The U.S. criminal justice population is at an all-time high, with 7.5 million adults under some form of correctional supervision and over 2 million juveniles arrested yearly (Pew Center on the States, 2009; Puzzanchera, 2009). Individuals tangled in the criminal justice system are disproportionately affected by a number of vulnerabilities including poverty, lower educational attainment (Bureau of Justice Statistics, 2004; Wheelock & Uggen, 2005), substance abuse (Belenko & Peugh, 1999; Karberg & James, 2005), mental illnesses (James & Glaze, 2006; Steadman, Osher, Robbins, Case, & Samuels, 2009), and infectious diseases and poor healthcare (Hammett, 2006), making them likely candidates for services typically offered by social workers. Considering the fact that the majority of the criminal justice population is currently placed in the community (versus incarceration settings), practicing social workers, regardless of their area of practice or specialization, are likely to routinely come into contact with individuals and families affected by criminal justice involvement. Additionally, there are an estimated 24 million U.S. residents aged 12 and over who have been victims of crime (Catalano, 2004), and social work is one of the few disciplines that has begun to explore restorative justice work which engages crime victims (Umbreit, 2001; Zehr, 1995). Because of the significant potential for interaction between the two systems, social work researchers and educators who are experts in criminal justice predict a “reemergence” of social work within criminal justice, both in existing settings such as probation and correctional facilities as well as newly developed models such as drug and mental health courts and programs adopting a
restorative justice framework (Gumz, 2004; Madden & Wayne, 2003; Roberts & Brownell, 1999; Treger & Allen, 2007; van Wormer & Roberts, 2000).

The extent to which criminal justice content is currently included in social work education is an important matter if we are to meet the challenge of this reemergence. Results from a survey of MSW programs conducted in 1998 indicate that 64% of responding programs offered a course in social work and the law, and 4% of programs offered a class or track in forensic social work (Neighbors, Green-Faust, & van Beyer, 2002). However, this survey did not query about criminal justice content specifically, but rather a broader theme of the intersection of social work and legal issues. Though based more on anecdotal information than empirical evidence, several scholars have commented on trends in criminal justice focus within social work curricula. Vinton and White (1995) noted a drastic decline in corrections specializations within graduate social work education through the 1980s. Later, Young and LoMonaco (2001) estimated only 10% of social work programs offered even a single course in criminal justice. Roberts and Brownell (1999) claimed that schools of social work were beginning to develop interdisciplinary and joint programs in law and criminal justice, and that field placements in criminal justice-related areas were on the rise. Van Wormer et al. (2008) also suggest slow but steady growth in the number of forensic social work courses and continuing education opportunities. These estimations imply a renewed focus by social work educators on criminal justice and highlight the need for a thorough evaluation of criminal justice content in social work education; however, no such study exists in the current literature on social work and criminal justice.

We seek to add to the knowledge base on how social work education explicitly addresses criminal justice issues by conducting an exploratory study of all CSWE-accredited Master degree
programs in social work (MSW programs) in the United States. The purpose of this study is to
describe the extent to which criminal justice content is specifically offered in three areas: 1) Dual
or joint degree programs in a criminal justice-related field offered in conjunction with the MSW
degree; 2) MSW concentrations or specializations in a criminal justice-related area; and 3) MSW
coursework dedicated to criminal justice-related topics. The findings from this study will help to
inform our view of current criminal justice curricular coverage within MSW education in the
U.S., as well as provide a foundation for future research assessing trends in the inclusion of
criminal justice content in graduate social work education.

Method

Data Collection

The purpose of this study was to examine the extent to which criminal justice content is
specifically addressed in all CSWE-accredited MSW programs in the United States; at the time
of our data collection, there were 192 such programs ("Directory of Accredited Programs,"
2009). During the pilot data collection phase, each of our team of five researchers identified five
schools of social work regarded (by reputation or by our personal experiences with the school) as
having strong ties to criminal justice foci in their MSW programs. Methods of data collection
were explored and tested, including searching school/institution websites, and email and phone
correspondence with MSW program coordinators, field directors, admissions offices, and staff
responsible for curricula that might include criminal justice content. This pilot phase resulted in
the development of a rubric for initial data collection as well as a general classification system to
describe different aspects of criminal justice content. We decided that initial data would be
collected on all 192 schools via school/institution websites, with follow-up data collection by
phone or email for schools that were determined to have missing or incomplete data. An online
data management system was created for each member of the research team to input his/her individual data. Data were collected between January and June, 2009.

**Measurement**

Based on pilot findings, our team noted three distinct areas in which to measure criminal justice-related content in MSW programs: 1) *Dual or Joint Degree Program*: Does the MSW-granting institution offer a dual or joint degree program (in conjunction with the MSW degree) in a field related to criminal justice? 2) *Concentration or Specialization*: Is there any type of specialization or concentration in a criminal justice-related field within the MSW program? and 3) *Coursework*: Does the MSW program curriculum offer courses specific to criminal justice-related issues? We also queried whether each MSW program offered justice-related field placements; this variable was only able to be reliably recorded as yes/no, with some additional description about individual field placement settings.

For each institution with an accredited MSW program, we also collected information on institution characteristics from the 2005 Carnegie Foundation Classification Report (The Carnegie Foundation, 2009). Two primary institution characteristics were utilized for this study: 1) Whether the institution was a public or private institution; and 2) Whether the institution was a doctoral-granting (awarding at least 20 doctoral degrees per year) or master degree college or university (awarding at least 50 master’s degrees and fewer than 20 doctoral degrees per year). In the Carnegie classification system, doctoral-granting universities are further classified by level of research activity, and master degree institutions are categorized by size of the overall master’s degree-granting programs.

**Data Analysis**
The analyses employed for this paper were primarily descriptive in nature. Prevalence of each of the three measures of criminal justice content, as well as descriptive statistics on institution characteristics, was tabulated. Differences on each of the criminal justice indicators were examined by stratifying on each of the two institution characteristics (public vs. private and doctoral vs. master’s degree-granting) and using chi-square tests of independence. Lastly, the number of the three criminal justice characteristics present in each program was tabulated as “total criminal justice content” (Range: 0-3).

Results

Institution characteristics (Table 1). Three-fourths of the institutions offering an MSW degree were public institutions (n=144). Over half (n=107) were classified by the Carnegie system as doctorate-granting institutions, while 85 institutions (44%) were classified as master’s degree-granting institutions.

Three Areas of Criminal Justice Content (Table 2)

Data were initially collected on all MSW programs (N=192) via school and institution websites; of these programs, data on 117 were judged complete, and 75 were deemed to have missing or incomplete data (i.e. there was not sufficient information on the website to ascertain all of the three areas of criminal justice content). Repeated attempts were made to contact these programs until we received responses from all 75 programs by phone (n=64) and/or email (n=37) and missing data for each program was collected.

Dual/joint degree. Thirty-five MSW-granting institutions (18% of the total) offered a total of 39 dual or joint degree programs in a criminal justice-related field. Of the dual/joint degrees offered, most (n=33) were degrees in law. Six MSW-granting institutions offered a dual
or joint degree program in criminal justice or criminology (four of these institutions also offered a dual/joint degree in law).

One example of an institution offering a criminal justice-related dual/joint degree program is the University of Pennsylvania, which offers a joint MSW and MS in Criminology (in addition to a joint MSW/JD program). This joint program is limited to advanced macro social work concentration students and includes a professional seminar in criminal justice and crime prevention, criminology in practice seminar, and research methods coursework on a criminal analysis project. The curriculum for this program “offers a social work perspective to the field of criminology and a criminology perspective to the field of social work and social welfare” ("Degree Programs," n.d.).

**Concentration or specialization.** The least common area of criminal justice content was a concentration/specialization in a justice-related field within the MSW program, with only 9 MSW programs (5% of the total) offering such a concentration. Of these 9 concentrations/specializations, 6 were characterized as forensic social work, 2 as criminal justice, and 1 as law. The criminal justice-related concentrations/specializations typically offered a package of specific coursework as either part of or in addition to the required MSW coursework, as well as research or practice opportunities within criminal justice settings.

The most intensive and integrated specialization/concentration that we found was within the MSW program at the University of Utah. The “Forensic Social Work Domain,” one of four concentrations that MSW students choose in their second year of study, exposes students to a total of six courses in practice, administration/supervision, policy, and research in criminal justice ("MSW Program Handbook," n.d.). These courses are cross-listed with the law school and often have criminal justice practitioners as guest lecturers, which lends a multidisciplinary
perspective to the classroom experience. Teams of students in the “Advanced Research in Criminal Justice” course are paired with criminal justice organizations in the community (i.e. prisons, community corrections programs, juvenile court, and law enforcement) and engage in process and outcome evaluations that are used by the organizations to improve services provided to clients (Moises Prospero (Assistant Professor) and Rob Butters (Assistant Professor) in conversation with the author, June, 2010). In addition to completing field placements in criminal justice settings in the community, students can engage in a field practicum with the Utah Criminal Justice Center (UCJC), a collaborative effort between the College of Law, College of Social and Behavioral Science, College of Social Work, and the Utah Commission on Criminal and Juvenile Justice ("Mission Statement," n.d.). UCJC has completed more than 40 studies in the criminal justice system and aims to teach an interdisciplinary curriculum on criminal and juvenile justice. By offering integrated and multiple classroom, research, and practice opportunities, the Forensic Social Work Domain at the University of Utah aims to “begin educating social workers so that the principles and values of social work will once again be an integral part of criminal justice practice” ("MSW Program Handbook," n.d.). California State University at Los Angeles also offers a concentration in Forensic Social Work, the purpose of which is to prepare students for professional practice with clients who are involved in the criminal justice and juvenile justice systems and “to bring about positive change through advocacy, empowerment and therapeutic interventions for offenders and victims in various settings” ("Forensic Social Work.” 2009). The concentration includes three required and two elective courses, a second year forensic field placement, and a master’s thesis in an area of forensic study.
**Coursework.** Through the website, phone, and email data collection process, we found 83 MSW-granting universities (43% of the total) which offered at least one course specific to criminal justice-related issues, and in total we identified 114 such courses. Over half of these courses (n=61) were classified as social work and the law or legal system, 17 were classified as general criminal justice courses, and 15 courses were specifically titled either “forensics” or “forensic social work.” Less common types of criminal justice-related courses were ones specific to criminal justice populations (such as “offenders” and “involuntary clients”), juvenile justice, corrections, and restorative justice.

Through our course classification process there was some discussion about whether “social work and the law” courses met our criteria for being specific to criminal justice, as the content of many of these courses focuses on issues such as expert testimony, legal obligations of social workers, and ethics, with perhaps less of a focus on criminal law and criminal justice. The discussion of previous research indicates a similar difficulty in disentangling a broader focus of the intersection of social work and legal issues from more precise attention to the criminal justice system (Neighbors, Green-Faust, & van Beyer, 2002). As a result, we decided to tabulate results both including and excluding these social work/law classes. When excluding social work and law classes, we found that 43 accredited MSW programs (22% of the total) offered a course specific to other criminal justice issues.

**Criminal Justice Content by Institution Characteristics (Table 3)**

For descriptive purposes, we tabulated and compared the prevalence of each of the three areas of criminal justice content by two institution characteristics; public vs. private institutions and doctoral vs. master’s degree-granting institutions. Dual/joint degree programs in a criminal justice-related field were more commonly found in private (vs. public) institutions, and doctoral
institutions were significantly more likely than master’s degree-granting institutions to have a
dual/joint degree program related to criminal justice (31% vs. 2%). Specializations or
concentrations in criminal justice were quite rare, and there were no significant differences in
specializations/concentrations based on institution characteristics. Regarding coursework, public
vs. private and doctoral vs. master’s degree-granting institutions varied little on the prevalence of
criminal justice-related courses when social work and law courses were included. However,
when social work and law classes were excluded, we found that doctorate-granting institutions
had a considerably higher proportion of criminal justice course offerings within their MSW
programs compared to master’s degree-granting institutions (27% vs. 16%).

**Total Criminal Justice Content (Table 4)**

After combining each of the three measured areas of criminal justice-related content, and
including social work and law courses, we found that about half of MSW-granting universities
(n=98) offered at least one area of criminal justice-related content. When excluding social work
and law courses, 67 programs/universities (35%) offered at least one area of content, while about
two-thirds (n=125) had none of the three areas of criminal justice-related content. Regardless of
whether social work and law courses were included, few programs and institutions offered two
areas of content, and having all three areas of criminal justice content was extremely rare (about
1% of all programs and institutions).

**Field Placements**

The vast majority of MSW programs (n=183, 95%) were found to have field placements
in criminal justice settings. Although specific data on the types and number of criminal justice
field placements was not available for all programs, we discovered field placements located
across the criminal justice continuum, including: courts (both traditional criminal courts and
specialty courts), public defender offices, probation and parole, jails and prisons, reentry programs, law enforcement, and juvenile facilities and programs.

**Discussion**

To our knowledge, this is the first study to examine the extent to which criminal justice content is specifically offered across all MSW programs in the U.S. Given the historical and ongoing connection between social work and criminal justice, understanding how graduate social work education prepares students to engage with criminal justice-affected populations and inform relevant policy and practice is critically important to the social work profession making a meaningful and influential contribution to the criminal justice field. Our findings indicate that some opportunities do exist for students in MSW programs to have access to criminal justice-specific content via three mechanisms: dual or joint degree programs, concentrations or specializations, and specific coursework. Whether the availability of these opportunities is sufficient to provide adequate training for future social workers is open to interpretation and debate.

An initial view of the findings suggests that criminal justice content may be fairly common; we found that over 40% of MSW programs offered at least one course relevant to criminal justice, and that 18% of MSW-granting institutions had a dual or joint degree program in a justice-related field. However, these findings were highly influenced by whether we included law courses and programs as germane to criminal justice. When these social work/law courses were excluded, less than one-fourth of MSW programs offered a criminal justice specific course. We did not analyze the content of all social work and law courses, but our review of select syllabi indicates that these courses tend to focus at least equally (if not more so) on the legal obligations and ethics of social work practice and less so on the relevance of criminal law
and criminal justice to the field of social work. Likewise, students who obtain a joint MSW/JD degree may pursue interests in a variety of fields other than criminal justice, including child welfare, immigration, health, and housing. Although law courses and programs hold the possibility of relevance and application to criminal justice, these courses and programs may be less specific to the field of criminal justice than other courses and programs identified in our study, which led to our decision to report findings with and without law content. Future research on the content of social work and law courses as well as the field of practice of MSW/JD graduates could elaborate on the importance of law courses and programs to the social work and criminal justice interface.

Although we find criminal justice to be highly relevant to the field of social work, we recognize that many MSW students may not have aspirations to practice social work directly within criminal justice settings. For those who do hold such interests, there appear to be very few opportunities for MSW students to specialize in criminal justice. Less than 5% of MSW programs offered a concentration in a justice-related field, which typically consisted of at least two to three specific courses and additional opportunities for field placement and/or research relevant to criminal justice. Only 6 MSW-granting institutions had a dual/joint degree program in criminal justice or criminology and, when excluding social work and law courses, only one institution was found to have all three measures of criminal justice content. The lack of criminal justice specialization has been previously noted as problematic and contributing to social work’s limited involvement in influencing criminal justice policy and practice (Stoesen, 2006).

By contrast, nearly all MSW programs offered field placements in a variety of criminal justice settings. These placements may be chosen by MSW students who have particular interest in criminal justice but have no other avenues to explore this interest within their respective
programs except for field study opportunities. Additionally, having field experience in criminal justice settings is likely to influence post-graduate work in such settings for MSW students. This suggests that many MSW social workers who ultimately practice in criminal justice settings are not likely to have received specific criminal justice training as part of their MSW education, but rather learn how to negotiate the social work / criminal justice interface through work experience within settings that may not be congruent with social work values and ethics. For those few students who have the opportunity to pair their field experience with in-depth training on how to operate within the criminal justice system while maintaining a social work perspective, criminal justice specialization and dual degree programs have the potential to build a cadre of social workers as key leaders and innovators in the social work / criminal justice interface.

Because comparable studies on criminal justice content in social work education have not been previously conducted, it is difficult to determine if criminal justice-specific content in MSW programs is on the rise or fall. One relevant point of comparison is that our study found about 8% of MSW programs had a course on forensic social work, which is an increase from the 4.3% found in a 1998 study (Neighbors, Green-Faust, & van Beyer, 2002). Several of the concentrations in criminal justice appear to be less than five years old, indicating that this may be a growing field of specialty. However, it is also possible that some previous criminal justice concentrations no longer exist and were therefore not identified in our study. Likewise, specific criminal justice courses may not be part of the institution’s permanent or core MSW curriculum, making their sustained availability susceptible to staff turnover and/or student enrollment. For example, nearly half of the 16 exemplary courses listed in the CSWE publication “Teaching Forensic Social Work” (van Wormer & Roberts, 2000) are not presently being offered at the institutions from which the syllabi originated. This study thus provides a foundation for future
research that can assess trends in the development of criminal justice-specific content in graduate social work education. We also found that doctorate-granting institutions were more likely to have criminal justice dual/joint degree programs and criminal justice courses compared to master’s degree-granting institutions. This is not surprising, given that doctoral institutions tend to be larger, with more schools and departments, which provide more options for the possibility of joint programs and specific coursework.

While this study is a unique contribution to the overlapping fields of social work and criminal justice, several limitations of the research must be discussed. The focus of our study was aspects of MSW-related education that were specifically dedicated to criminal justice. It is important to note that MSW programs and institutions that were found to have little or no explicit criminal justice content may indeed have structures in place which address the importance of criminal justice issues. Given the reality that many schools of social work do not have the resources to develop courses dedicated to criminal justice, Young and LoMonaco (2001) suggest the incorporation of criminal justice content into existing courses (such as human behavior in the social environment, practice, research, and policy courses) as a key strategy in assuring such content is addressed. Additional research is needed to understand the extent to which criminal justice content is integrated into extant curricula and to identify successful strategies for this type of integration. A strength of the current study is that data were obtained on the entire population of accredited MSW programs and institutions; however, our data collection procedure may have resulted in incomplete data of which we were not aware. It is possible that consistent information on specific courses may not have been listed on school/institution websites, or that persons with whom we made direct contact were not aware of existing criminal justice content. Additionally, our aim was to describe the overall prevalence of
given that, as authors of this paper, we have great passion and interest in the potential of the social work / criminal justice interface, we were encouraged to see rare but promising examples of how criminal justice content is addressed in social work education, particularly in the case of criminal justice concentrations in MSW programs. And while the variety of criminal justice courses being offered in MSW programs was impressive, we were equally concerned that a large proportion of programs (how large depending on whether or not we included social work/law courses) did not have any of the three measures of criminal justice content. Criminal justice special interest groups and criminal justice-specific symposia at recent CSWE and Society for Social Work and Research (SSWR) conferences have been extremely well-attended, suggesting that there is considerable interest by social work scholars and students in criminal justice. Discussions originating from these conference meetings have led to the recent development of a website devoted to social work and criminal justice (http://www.sw-cj.org), which encourages the social work / criminal justice interface by posting criminal justice syllabi and providing a national directory of social work faculty and doctoral students who conduct research or teaching relevant to criminal justice (Scheyett, Epperson, Tripodi, & Pettus-Davis, 2010). These experiences lead us to believe that there may be momentum building in the social work scholarly community toward a renewed focus on criminal justice.

This momentum, paired with recent criminal justice trends toward rehabilitation, therapeutic jurisprudence, and alternatives to incarceration, creates a real opportunity for the
reemergence of social work as an influential force in the criminal justice arena (Gumz, 2004; Madden & Wayne, 2003; Treger & Allen, 2007). Given our professional mandate to advocate for social justice and equality for vulnerable and oppressed populations, the social work profession has a responsibility to explore its potential to once again play a leading role in criminal justice policy and practice (van Wormer, et al., 2008). The further development of criminal justice content in social work education, therefore, has immensely important implications for some of our society’s most disadvantaged members.
References


<p>| Table 1. Characteristics of MSW-Granting Institutions in the United States (N=192) |
|-----------------------------------------------|--------------|----------------|
|                                               | n            | % of total     |
| Public institution                            | 144          | 75%            |
| Private institution                           | 48           | 25%            |
| Doctorate-granting institution                | 107          | 56%            |
| Very high research activity                   | 42           | 22%            |
| High research activity                        | 48           | 25%            |
| Doctoral/research institution                 | 17           | 9%             |
| Master’s college or university                | 85           | 44%            |
| Larger master’s programs                      | 55           | 29%            |
| Medium master’s programs                      | 16           | 8%             |
| Smaller master’s programs                     | 14           | 7%             |</p>
<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution has a dual/joint degree in a criminal justice-related field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of dual/joint degree programs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>33</td>
<td>17%</td>
</tr>
<tr>
<td>Criminal justice</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>MSW program has a specialization or concentration in a criminal justice-related field</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>Types of criminal justice concentrations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forensic social work</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Criminal justice</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>MSW program has at least one criminal-justice related course (including SW and Law courses)</td>
<td>83</td>
<td>43%</td>
</tr>
<tr>
<td>MSW program has at least one criminal-justice related course (excluding SW and Law courses)</td>
<td>43</td>
<td>22%</td>
</tr>
<tr>
<td>Total number of criminal-justice related courses</td>
<td>114</td>
<td>na</td>
</tr>
<tr>
<td>Types of courses (n and % of total courses):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW and the Law or legal system</td>
<td>61</td>
<td>53%</td>
</tr>
<tr>
<td>Criminal justice</td>
<td>17</td>
<td>15%</td>
</tr>
<tr>
<td>Forensics or forensic SW</td>
<td>15</td>
<td>13%</td>
</tr>
<tr>
<td>CJ populations (offenders, violence, involuntary)</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Juvenile justice or juvenile offenders</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Corrections</td>
<td>4</td>
<td>3.5%</td>
</tr>
<tr>
<td>Restorative justice</td>
<td>3</td>
<td>3%</td>
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</table>
Table 3. Criminal Justice Content (Dual/Joint Degrees, Concentration or Specialization, and Specific Coursework) by Characteristics of MSW-Granting Institutions in the United States (N=192)

<table>
<thead>
<tr>
<th></th>
<th>Public Institutions (n=144)</th>
<th>Private Institutions (n=48)</th>
<th>Master’s-Granting (n=85)</th>
<th>Doctorate-Granting (n=107)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual/Joint degree in a criminal justice-related field</td>
<td>No 122 (85%)</td>
<td>35 (73%)</td>
<td>83 (98%)</td>
<td>74 (69%)</td>
</tr>
<tr>
<td></td>
<td>Yes 22 (15%)</td>
<td>13 (27%)</td>
<td>2 (2%)</td>
<td>33 (31%)***</td>
</tr>
<tr>
<td>Specialization/ concentration in a criminal justice field</td>
<td>No 137 (95%)</td>
<td>46 (96%)</td>
<td>82 (96%)</td>
<td>101 (94%)</td>
</tr>
<tr>
<td></td>
<td>Yes 7 (5%)</td>
<td>2 (4%)</td>
<td>3 (4%)</td>
<td>6 (6%)</td>
</tr>
<tr>
<td>At least one criminal justice-related course (including SW and Law)</td>
<td>No 83 (58%)</td>
<td>26 (54%)</td>
<td>52 (61%)</td>
<td>57 (53%)</td>
</tr>
<tr>
<td></td>
<td>Yes 61 (42%)</td>
<td>22 (46%)</td>
<td>33 (39%)</td>
<td>50 (47%)</td>
</tr>
<tr>
<td>At least one criminal justice-related course (excluding SW and Law)</td>
<td>No 111 (77%)</td>
<td>38 (79%)</td>
<td>71 (84%)</td>
<td>78 (73%)</td>
</tr>
<tr>
<td></td>
<td>Yes 33 (23%)</td>
<td>10 (21%)</td>
<td>14 (16%)</td>
<td>29 (27%)</td>
</tr>
</tbody>
</table>

***p<.001
Table 4. Total Criminal Justice-Related Content (Dual/Joint Degrees, Concentration or Specialization, and Specific Coursework) in CSWE-Accredited MSW Programs (N=192)

<table>
<thead>
<tr>
<th></th>
<th>No areas of CJ content</th>
<th>1 area of CJ content</th>
<th>2 areas of CJ content</th>
<th>All 3 areas of CJ content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including SW and Law Courses</td>
<td>94 (49%)</td>
<td>71 (37%)</td>
<td>25 (13%)</td>
<td>2 (&lt;1%)</td>
</tr>
<tr>
<td>Excluding SW and Law Courses</td>
<td>125 (65%)</td>
<td>48 (25%)</td>
<td>18 (9%)</td>
<td>1 (&lt;1%)</td>
</tr>
</tbody>
</table>