THE UNIVERSITY OF CHICAGO

THE SCHOOL of SOCIAL SERVICE

ADMINISTRATION

ANNOUNCEMENTS

Fall 2003
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Neighborhood Student Apartments
The University of Chicago
5316 South Dorchester Avenue
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Callers who cannot get through on these numbers may leave a message with the
School’s switchboard at 773-702-1250

http://www.ssa.uchicago.edu

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The statements in these Announcements are subject to change without notice.
TABLE of CONTENTS

1 OFFICERS
   1 Officers of the University
   1 Officers of the School
   1 Officers of Instruction
   3 The Visiting Committee

5 THE FIELD AND THE SCHOOL
   5 The Field of Social Welfare
   5 The School of Social Service Administration
   6 The Mission of the School
   7 The Educational Program
   8 Professional Careers
   9 The Broader Context
      9 The University
      9 The City

11 EDUCATIONAL PROGRAMS
   11 The Master of Arts Program
      11 Student Educational Outcomes
      12 The Core Curriculum
      14 Field Placement
      15 The Concentration Curriculum
      22 Special Programs
      25 Joint Degree Programs
   28 Doctoral Degree Program
      28 Curriculum
      28 Supports for Students
      29 Requirements for the Ph.D. Degree
   30 Professional Development Program

33 ADMISSION REQUIREMENTS
   33 Master of Arts Students
      33 First Year
      34 Second Year
   34 Doctoral Students
   34 Students from Other Countries
35 Application Procedures for Degree Students
   35 Application Deadlines
   35 Steps in the Admission Process
36 Special Procedures for Students from Other Countries
37 Scholarships
   37 Financial Needs Analysis
   38 Awards Administered by the School
   40 Awards Administered by Organizations and
       Agencies outside the School
40 Loan Funds
   40 Stafford Student Loan (Subsidized and Unsubsidized)
   41 Perkins Student Loans
   41 Named University Loan Funds

43 GENERAL INFORMATION
   43 Schedule of Fees
   44 Estimate of Expenses
   44 Administrative Information on Courses and Requirements
   47 Veterans
47 University Policies
   47 Statement of Non-Discrimination
   47 Assistance for Disabled Students
   47 Learning Disabilities
   48 Domestic Partnership
   48 University Reports
   49 Student Regulations and Discipline
   50 Security

53 RESOURCES AND SERVICES
   53 Resources
   53 Advising
   53 Library
   53 Computer Laboratory
54 Career Services
   54 SSA Career Services
   54 Career and Placement Services (CAPS)
   55 University Human Resources Management
55 Living Accommodations
OFFICERS

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Sarah Gehlert, Ph.D., Associate Professor; Graduate Program in Health Administration and Policy; Research Associate, Center for Health Administration Studies; Faculty Associate, Institute for Mind and Body; Director, Center for Health Disparities Research; Investigator, University of Chicago Cancer Research Center

Left: Aerial view of the University of Chicago campus.
The School of Social Service Administration

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Dexter Voisin, Ph.D., Assistant Professor
Froma Walsh, Ph.D., Professor; Co-Director, Center for Family Health
Henry Webber, A.M., Senior Lecturer; Vice President for Community Affairs
VISITING COMMITTEE

The School’s Visiting Committee was established in 1955 to help interpret the School’s mission and goals to the public, advise the Dean about the needs and concerns of the community, and assist the School in its financial development efforts. Committee members hold positions of leadership in many social service and philanthropic agencies.

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THE FIELD and the SCHOOL

THE FIELD OF SOCIAL WELFARE

Social work attracts idealists: people with an acute sense of human suffering and injustice, people with a strong commitment to reduce that suffering and injustice. Some issues that engage us endure over time, others change. Early social workers fought to outlaw child labor and to provide universal social security. Their successors today struggle to prevent child abuse, to improve the quality of life of the impaired elderly, and continue to work on problems of financial insecurity. The central commitment to helping those in need and working to bring about effective social change, locally, nationally, and globally remains constant.

To people who have this kind of commitment, graduate training in social work offers two things: First is the opportunity to explore, in the disciplined and intellectually rich environment of the University, the dimensions of social need and response. Second is the opportunity to acquire, through class and fieldwork experiences, the skills for effective action.

The School of Social Service Administration pioneered the idea that social work demanded a firm intellectual base. Its founders identified that base in the social sciences and in their own pathbreaking research on social conditions and methods of intervention. Today the School continues to challenge students to combine a concern for human distress with a clear-eyed, thoughtful understanding of its causes and consequences. It also provides training in clinical, analytic, and organizational skills to enable students to act to improve the well-being and capacity for independence of vulnerable individuals, families, and communities.

Graduates take jobs at many levels of social involvement: clinical practice and other direct service in public and private agencies, community organization, leadership of social organizations, and involvement in the making of public policy at all levels of government. Throughout their careers, SSA graduates are agents of personal and social change and advocates for the amelioration of human distress through effective service and social policy.

THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

The School of Social Service Administration (SSA) is not simply a place to learn about social work, it is one of a handful of institutions that has helped create and define the profession of social work and the field of social welfare. SSA’s first leaders were activists in the Chicago settlement house movement, one of the main strands in what eventually became social work. Graham Taylor, who organized SSA’s predecessor, the Chicago School of Civics and Philanthropy, was a social gospel minister and founder of Chicago Commons, a settlement house; Sophonisba Breckinridge, Grace and Edith Abbott, and Julia Lathrop, the women who shaped SSA into an institution of national importance, were residents of Jane Addams’ Hull House.

While most early schools of social work concentrated on practical training for caseworkers, SSA’s leaders insisted on the need for a solid foundation in social

Left: Edward F. Lawlor, Dean
science and social research as well. In its first decade, Chicago School faculty and students were investigating such issues as juvenile delinquency, truancy, vocational training, and housing in the rapidly growing city. The decision in 1920 to join the School to the University of Chicago opened students to contact with the social sciences and the strengths of the University.

In the decades since then, the emphases on social research and on applying the insights of social science to solving human problems have continued. Crucial to that effort has been the Social Service Review founded in 1927 with the aim of opening “scientific discussions of problems arising in connection with the various aspects of social work.” Like SSA itself, the Social Service Review has not only reflected the social welfare field but helped to shape it. It remains the premier journal in its field.

Early research at SSA had a distinct public policy cast. Investigations of the status of mothers and children, for example, laid the foundations for the child-related provisions of the nation’s Social Security system in the 1930s. Beginning in the 1940s, SSA energies turned to issues in the social work profession itself. Such faculty members as Charlotte Towle and Helen Harris Perlman applied the insights of ego psychology to casework and developed the generic casework curriculum, which became a model for social work education. Recent contributions to the direct practice tradition have included the application of cognitive perspectives to clinical practice and resilience in individuals and families. The School is thus in the unique position of having been a pioneer both in policy research and in the development of innovative methods of social work practice.

SSA today continues to establish the connections between the social and behavioral sciences, research, and the real world of policy and practice. The faculty is drawn both from social work and from such related fields as law, economics, psychology, human development, and sociology. Research at the School reflects this diversity. Current projects investigate social work interventions with teenaged mothers, impaired elderly clients, and adolescent street gang members; examine comparative treatments of depression; evaluate child welfare services; explore the social cognitive development of children in deprived environments; and analyze family supportive policies in the workplace.

SSA faculty members have been honored as White House Fellows, Fulbright Fellows, and Kellogg Fellows. They have strong ties both to public and private welfare agencies and to local, state, and national governments. Among them, for example, is the director of strategic planning and development for the Chicago Public Schools and a senior policy scholar who advises the federal government on welfare laws. Faculty members have contributed their expertise to long lists of national and state commissions on such topics as juvenile justice, mental health, aging, and child welfare.

THE MISSION OF THE SCHOOL

The Statement of Purpose of the Master’s degree program at the School of Social Service Administration, the University of Chicago, adopted by the faculty in 1985 and reaffirmed in 1989, establishes the commitment and direction of the School.

The purpose of the School of Social Service Administration is to improve the quality of life of vulnerable individuals, families, groups, and communities through education, scholarship, and service. The goal of SSA’s educational program is to
guide students in acquiring graduate-level clinical, analytical, and organizational skills for effective practice. The goal of SSA scholarship is to derive theory and knowledge from practice and to apply the theories and knowledge of many disciplines to practice. Through research and service in the community, the School’s resources are brought to bear on critical needs of the individual and society.

All helping professions attract individuals committed to taking action on behalf of others. Two characteristics combine to distinguish graduates of the School of Social Service Administration from those trained in other helping and administrative disciplines:

(1) SSA graduates have learned that the foundation of effective service is an understanding of the person-in-environment. Individual distress occurs in a social context involving the interaction of biological, psychological, familial, economic, and cultural factors. Effective helping requires a broad and imaginative perspective on the context and dimensions of need and on the range of possible responses. In most cases, alleviating distress requires an emphasis on helping individuals and families acquire the resources, skills, and authority to secure adequate solutions to their own problems. Some cases require an emphasis on individual and intra-familial dynamics, calling for brief interventions or for sustained emotional support and psychotherapy.

(2) SSA graduates understand that whatever the focus of their practice—direct service, community action, agency management, policy analysis, or research—their activities are informed by an appreciation of service in society. Social workers and social administrators must have a critical awareness of the web of institutional relationships linking efforts to promote individual well-being with the formation and evolution of social policy locally, nationally, and globally. Social welfare professionals must be able to scrutinize the assumptions, values, theoretical frameworks, and evidence on which service delivery and social policy are based, and from this analysis develop new strategies to promote social well-being. SSA graduates are thus agents of social change, as well as advocates for the alleviation of individual distress.

Historically, social welfare professionals have been motivated by a commitment to help those in greatest distress through public and private welfare systems. The concept of alleviating need has also been broadened to include prevention as well as treatment. Over time, the concepts of vulnerability and need have come to encompass the poor and those in precarious circumstances; the mentally and physically disabled; children and families with impaired capacities for successful growth and development; elderly people whose capacities for independent living are similarly impaired; young people with problems at home, school, or in their communities; individuals whose behavior is self-destructive or harmful to others; those who lack skills for any but the most rudimentary jobs; victims of crime, discrimination, violence, and serious illness; victims of political oppression and international conflicts; and residents of deteriorating, poorly-served communities and neighborhoods.

THE EDUCATIONAL PROGRAM

The School of Social Service Administration offers graduate work leading to both the A.M. and the Ph.D. degrees.
The master’s program prepares students to enter advanced professional practice. The curriculum includes: (a) the core curriculum, which offers all students a solid introduction to the fundamentals of direct practice with individuals, families, organizations, and communities and to the fundamentals of administration and policy in their first two quarters; (b) an elective concentration in either clinical practice or social administration; and, (c) field placements to supplement both the core and the concentrations.

The doctoral program offers specialized study at a more advanced level. Each student’s program is worked out individually and features course work (including courses in related disciplines taught in other units of the University), independent study, and research leading to the dissertation.

Detailed descriptions of the graduate programs are offered on pages 11-30.

**PROFESSIONAL CAREERS**

SSA graduates take jobs that reflect the breadth of the education the School offers. Those who concentrate in clinical practice use their clinical training in such settings as health and mental health agencies, child and family services, school social work, geriatric services, and employee assistance programs in business and industry, as well as private practice. Because the School attracts outstanding graduate students, and because it offers students the opportunity to complement clinical training with courses in research and management, many graduates of SSA’s clinical practice program move into supervisory and administrative positions in their chosen agencies within a few years of graduation.

Social Administration students find program planning and management positions both in public and private agencies and in federal, state, and municipal government. Others conduct research and evaluation of social welfare programs in public and private nonprofit and for-profit organizations and in universities. Still others use their skills in political action, in community organizing and advocacy, and in electoral politics.

Alumni of the School are found in diverse leadership roles in social welfare and the profession. Nationally, they direct departments at nearly 800 social welfare organizations and are deans of several professional programs in social work. More than 140 alumni hold senior positions in federal, state, or local government agencies. Alumni also are involved on the global stage, working with governments, NGOs, and international organizations. Recent graduates apply their training to enhance the well-being of individuals in health and mental health agencies, child and family services, school social work, and geriatric services. Others plan programs at agencies or in government, evaluate social welfare programs, or get involved in politics, community organizing, and advocacy. Most graduates move into supervisory and leadership positions within a few years.

SSA does not train students merely to fill current openings in social work. Because of its position as a leading institution, SSA continues to shape the field and identify new patterns of need and response. The School’s educational program, which encourages broad understanding of social problems and multiple techniques for dealing with them, enables graduates to make significant contributions to social work and social welfare throughout their careers.
THE BROADER context

THE UNIVERSITY

The School of Social Service Administration had ties to the University of Chicago from its very beginnings, and in 1920 it became a formal part of the University. Edith Abbott, the School’s first dean wrote, “We were clear in Chicago that only in a university, and only in a great university, could a school of social work get the educational facilities that advanced professional students must have if they were to become the efficient public servants of democracy.”

The University of Chicago is one of the foremost institutions in the country; the School of Social Service Administration has both benefited from and contributed to its special strengths. The University has a strong emphasis on graduate and professional education. It has a fruitful tradition of encouraging interdisciplinary approaches to knowledge. Among its strongest divisions have always been the behavioral and social sciences, which, in the tradition of the “Chicago School,” have combined attention to social theory with concern for the pressing real-world problems of an urban society.

Several faculty members of the School of Social Service Administration hold joint appointments in other departments and committees. SSA students are encouraged to take advantage of the resources of the University. They do this by taking courses (currently students are enrolled in courses in health administration, business, divinity, history, sociology, economics, and psychology), as well as by making informal contacts. Other students choose joint degree programs SSA has established with the Graduate School of Business, the Divinity School, and the Harris School of Public Policy.

THE CITY

As a setting for graduate study, Chicago offers something more than the bucolic tranquility typically promised in university catalogs; it promises the diversity and vitality of a great city.

The University itself is located in the attractive Hyde Park neighborhood on the city’s south-side lakefront. The neighborhood’s architectural and historic distinctions won it a place on the National Register of Historic Places in 1979. Most members of the University live in Hyde Park, taking advantage of its museums, galleries, restaurants, and shops as well as the rich cultural activity centered around the university community.

But the broader context is Chicago, and it is an irresistible context for the student of social welfare. Chicago has been the center of pioneering movements in social work, community organizing, women’s rights, urban planning and architecture, labor organizing, and black politics. Through Chicago’s leadership, Illinois was the first state to pass a Mother’s Pension Act (forerunner of AFDC and TANF) and the first to create a Juvenile Court. A list of its movers and shakers would include not only Cyrus McCormick, Montgomery Ward, and Richard J. Daley, but also Jane Addams, Saul Alinsky, Julia Lathrop, Frank Lloyd Wright, Bertha Palmer, Clarence Darrow, Gail Cincotta, and the Reverend Jesse Jackson. Chicago confronts the major issues facing American cities in such areas as economic development, public
education, and the political empowerment of minorities, and its efforts are watched by other cities throughout the country.

After a century of immigration, the city’s people are extraordinarily diverse (a trivial but telling reflection is the choice of restaurants, which ranges from Armenian to Vietnamese and includes most of the cuisines of Europe, Asia, and the Americas along the way). The city and metropolitan area support a vigorous cultural life whose chief glories are the Chicago Symphony Orchestra, the Art Institute, the Lyric Opera, a distinguished literary tradition, a nationally hailed theatrical scene, and the finest urban architecture and contemporary blues music in America.

SSA has both benefited from Chicago’s vitality and played its own part in Chicago activism. Julius Rosenwald, an early president of Sears Roebuck and one of the School’s founding trustees, established scholarships for two black students with the specification that they do their fieldwork in the city’s early black community on the West Side. In the years since then, students and faculty have studied and worked in Chicago’s ethnic communities, its housing projects, its criminal justice reform movements, and other social experiments. Students who come to SSA have access to the extraordinary laboratory that is the City of Chicago.
EDUCATIONAL PROGRAMS

THE MASTER OF ARTS PROGRAM

The Master of Arts program, continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919, prepares students for advanced professional practice.

The School of Social Service Administration’s master’s program aims to provide a sophisticated understanding of the person-in-environment. Individual distress is seen in a social context, influenced by biological, psychological, familial, economic, political, and social factors. This perspective recognizes that organizational, political, economic, and social factors shape the work of social welfare professionals. Effective helping requires a broad understanding of possible responses, ranging from short-term strategies for gaining new resources and skills to long-term social and psychological interventions. The professional must be aware of and able to act within the web of relationships that link individual well-being with wider social and political forces to achieve social and economic justice.

STUDENT EDUCATIONAL OUTCOMES

Values
1. Students will acquire and apply professional social work values and standards of ethical behavior.
2. Students will be committed to and involved in improving the lives of vulnerable populations, including the oppressed, poor, disabled and other social minorities—racial, ethnic, and cultural.
3. Students will be involved in promoting social and economic justice locally, nationally, and globally.
4. Graduates will value and pursue opportunities for continued professional growth and development.

Knowledge and Skills
1. Students will acquire and apply a broad range of theoretical perspectives and empirical knowledge to better understand human suffering and develop ways to prevent and intervene to reduce suffering.
2. Students will acquire and apply knowledge of the relationships among different levels of social intervention (individual, family, program, organization, community, policy).
3. Students will acquire and apply knowledge and skills necessary for effective practice with diverse populations.
4. Students will learn to examine critically the theoretical, empirical, and value base which supports their fields of practice, and to examine their own practice.

To accomplish these educational objectives, the School’s program is organized into
a core curriculum and an elective concentration in either clinical practice or social administration. All students have a field placement in their first year and another placement in their second year. No academic credit is awarded for life or work experience.

THE CORE CURRICULUM

The core curriculum is central to the educational program at the master’s level. It brings together all students, whatever their career interests, for a solid introduction to the fundamentals of social policy formulation and program implementation, social research, and direct practice. The core curriculum places particular emphasis on understanding and working with culturally diverse and economically disadvantaged populations. After completing core studies in the first year, students who choose clinical practice begin their concentration with an established awareness of the broader contexts of individual distress and helping responses, while social administration students enter their concentration with a corresponding understanding of social work intervention at the direct practice level.

Required courses in the first two quarters of the first year provide students with a common foundation of knowledge concerning social welfare issues, human development, direct practice intervention strategies, and social research. This foundation provides the background for concentration in clinical practice or social administration. Fieldwork placements in the first year are continuous for three quarters. They provide direct practice experience with distressed people and the institutions established to help them.

Core curriculum courses are distributed in the following manner for students in the day program:

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<td>SSA 30000</td>
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Core curriculum courses for the Extended Evening Program (EEP) are offered during the first and second years of study.

Social Intervention: Programs and Policies (SSA 30000). This two-quarter course introduces students to the issues and problems associated with social welfare interventions at the community, agency, and policy levels. Students are expected to learn and exercise skills in analyzing the components of current policies, designing programmatic alternatives, anticipating substantive, operational, and political advantages and disadvantages, weighing benefits against financial costs, and making sound choices among imperfect alternatives. While focusing on public policies, the course will include consideration of the impact of policies and programs on individuals and families. The course will give students a thorough grounding in several critical areas of social work practice including poverty and at least two social service areas such as mental health and child welfare.

Social Intervention: Direct Practice (SSA 30100). This two-quarter course emphasizes the design and practice of social work interventions at the individual, family, and group levels. Students are introduced to the values, theories, concepts, skills,
and empirical evidence that form the base for direct social work practice. Complementing SSA 30000, material is presented to examine needs, resources, and potential for change at the individual, family, and group levels as well as to provide students with an understanding and appreciation of various options for intervention. Students will develop skills in identifying and defining problems, implementing and refining intervention strategies, evaluating the impact of clinical interventions, and weighing the ethical considerations of various choices. Particular attention is given to developing intervention approaches for working with underserved groups.

A field seminar is required. The seminar introduces students to basic social work skills in interviewing, assessment, and professional writing. It provides experiential learning drawing on students’ field work.

Social Intervention: Research and Evaluation (SSA 30200). This course focuses on the generation, analysis, and use of data and information relevant to decision making at the case, program, and policy levels. Students learn and develop skill in the collection, analysis, and use of data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. Concepts discussed in the course are elaborated upon and practiced in a weekly lab. Students with strong research background and skills may be eligible for placement in an advanced course—Social Intervention: Advanced Research and Evaluation (SSA 30400).

Human Behavior and the Social Environment (SSA 32700). This course teaches biological and social science concepts concerning human development that are fundamental to social work practice: social and ecological systems; life course development; culture, ethnicity, and gender; stress, coping, and adaptation; and social issues related to development over the life course. Students with extensive background in the socio-cultural, socio-economic, psychological, and cognitive contexts of human growth and behavior, may waive into an advanced course.

HUMAN DIVERSITY REQUIREMENT

In keeping with the School’s mission and the commitment to train students for practice in a heterogeneous society, curriculum content on human diversity is integrated into nearly every course. In addition, students must take one or more courses from a list of approved first and second year offerings. The requirement in human diversity is intended to provide students with an analytical framework to understand human behavior and political processes in the environment of a diverse society in order to satisfy the following five goals:

1. To promote respect for ethnic and cultural diversity as an integral part of social work’s commitment to preserve human dignity;
2. To foster knowledge and understanding of individuals, families, and communities in their sociocultural and socioeconomic contexts;
3. To analyze the ethnic and political issues related to the patterns, dynamics, and consequences of discrimination and oppression;
4. To help students develop skills to promote individual and social change toward social and economic justice.
To provide students a theoretical framework for integrating an approach toward diversity within their own particular area of expertise (e.g., clinical, community, organization, management, etc.). Each year students will be provided a list of courses that meet the diversity requirement. Students who would like to substitute a course must obtain a copy of the syllabus for that course and submit a written memo to the Dean of Students explaining why that course will meet the goals provided by the diversity requirement. Because the diversity requirement is intended to give students an analytical framework with which to integrate questions of diversity within their training at SSA, no waivers of this course are considered. Approved courses in human diversity for the 2003-2004 academic year are listed below.

42100. Aging and Mental Health
42800. Clinical Intervention with Socially Vulnerable Clients
43101. Mental Illness in Psychosocial Context
43600. Cultural Adaptation and Transmission among Immigrant Families
43900. Disability: Medical, Ethical and Psychosocial Issues
44300. Psychodynamic Perspectives on Spirituality
44400. Sexuality and Social Work Practice
44800. Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
45200. African American Families: Theory and Research on the Role of Fathers
45300. Cultural Retention and Social Assimilation: Hispanics in the United States
46900. Race and Ethnicity in American Political Life
47701. Practice Issues with Older Adults
49400. New American Voices: Immigrants and Refugees in American Society
47601. Prevention of Adolescent Problem Behaviors
47801. A Human Rights Perspective for Social Work Direct Practice
48499. Gender, Work and Family

FIELD PLACEMENT

Field instruction is an important component of professional education for social workers. Its purpose is to provide students with an opportunity to develop and apply practice knowledge by working under the guidance of a supervisor in a practice setting. Field placements occur during the first and second years.

In the first year, fieldwork is integrated with the core and elective courses to provide direct practice experience with distressed people and the institutions established to help them. Students will develop beginning competence in direct social work practice through experience in assessment and intervention, involving 16 hours per week for a total of 480 hours. Toward the end of the winter quarter, students make selections for field placements during their second year. They will make choices that match their choice of concentration, either in a clinical practice setting or social administration placement.

If a student selects the clinical practice concentration in their second year, the primary objective of the field experience is to develop more advanced practice
knowledge and competence in psychosocial assessment and intervention with individuals, couples, families, and groups. Students are expected to understand and use more than one practice approach to prepare them for broad-based professional practice with a range of clients, problems, and environmental situations. The second-year field instruction involves 24 hours per week for a total of 640 hours and runs concurrently with the clinical case seminar (SSA 40100) for three quarters.

Social administration students undertake a three-quarter field placement that is relevant to their major area of interest. The field placement enables students to work with professionals who occupy major positions in government, community agencies, and related social welfare organizations. Such placements give students a broad view of a social welfare problem and of the organized response to that problem. The combination of the placement and the required courses allows students to combine theoretical, substantive, analytical, and practical insights and to examine the tensions between theory and practice. A field case seminar (SSA 49500) is an option for students interested in spending an additional day in their placement each week and seeking an opportunity to examine field issues and integrate class and field experiences in a seminar format. The seminar meets biweekly throughout the second year. Field instruction involves 16 hours per week for a total of 512 hours. Placements are arranged through the field instruction office.

A list of field placements for clinical practice and social administration begins on page 119.

THE CONCENTRATION CURRICULUM

The master's curriculum provides the opportunity for concentrated study in two major areas of social work and social welfare: clinical practice and social administration. Students begin taking courses in their concentrations in spring quarter of their first year. The clinical practice curriculum includes required and elective courses designed to educate students for direct social work practice, which includes providing social and psychological services to individuals, families, and groups. Students may choose to specialize in a specific area of practice (e.g., health and mental health) or with a specific target population (e.g., children). The social administration curriculum is designed to educate students for social work in community organization, management, advocacy, planning, policy development and implementation, and evaluation. Within the social administration concentration students can specialize by taking several courses in one area: community organization, management, or policy analysis.

CLINICAL PRACTICE CONCENTRATION

The clinical practice concentration is designed to encompass a range of direct practice approaches and intervention modalities used by social work professionals. This concentration prepares students for competent practice in the prevention and treatment of psychosocial and interpersonal problems through intervention with individuals, families, and small groups.

Clinical social work practice involves mobilizing personal and social processes to meet needs, alleviate stresses and dysfunctions, sustain people's capacities, and promote their growth, well-being, and problem-solving effectiveness. Clinical social work practice addresses not only individual problems of interaction within the social and physical environment, but the impact of institutional arrangements on individuals, families, and groups.
The content of the clinical practice concentration covers the theoretical and research bases and practice methods of various types of direct services ranging from crisis intervention and brief problem solving to long-term intensive psychotherapy. Attention is also given to the organizational context of practice and the social worker’s role in influencing and maintaining effective organizations.

Requirements
Students who elect the concentration in clinical practice take the following courses:

1. A two-quarter course sequence in one practice method and at least one additional course in a different practice method sequence: behavioral (40400/40500), cognitive (41300/41400), family systems (40800, 43401, 41700, or 41900), or psychodynamic (41000/41100). Practice method courses are rotated through the evening program.

2. 44500: Advanced Clinical Research and Evaluation.

3. One 40000-level human behavior in the social environment course (e.g., 42500-Adult Psychopathology, 42100-Aging and Mental Health, 43101-Mental Illness in Psychosocial Context, 42600-Diagnosing Mental Disorders in Children and Adolescents, 43300-The Exceptional Child, 44000-Loss, Recovery, and Resilience).

4. 40100. A one-credit field case seminar designed to guide, monitor, and integrate the practicum experience. The seminar meets biweekly throughout the second year. The credit can be recorded in any quarter the student chooses.

5. Field Placement. The clinical field placement is intended to provide students with an opportunity to develop, apply, and test practice knowledge by working under the guidance of a supervisor in a clinical practice setting. Field instruction involves 24 hours per week for a total of 640 hours and runs concurrently with the clinical case seminar (40100) for three quarters.

Electives
Students have the opportunity to take elective courses in areas of special interest. Courses may be selected from the curriculum offerings on particular fields of practice, theories of behavior, treatment modalities, social problems, target populations, research methods, or from courses in the social administration concentration. Crossover courses, those courses likely to be of interest to both clinical and social administration students, bear on issues of supervision, management, and understanding organizational dynamics. Students also have the opportunity to gain interdisciplinary perspectives by taking courses in other graduate programs and professional schools of the University.

Areas of Special Interest
Students may tailor their coursework to develop an area of special interest to prepare for work with a particular client population or in a field of practice. In consultation with their advisors, students may combine:

- Courses in the practice method sequences (psychodynamic, cognitive, behavioral, and family systems);
- Advanced human behavior courses (e.g., 40000-Clinical Intervention in Substance Abuse; 42500-Adult Psychopathology; 42600-Diagnosing Mental Disorders in Children and Adolescents; 43300-The Exceptional Child; 44000-Loss, Recovery, and Resilience);
• Elective courses at SSA and in other programs in the University; and,
• A second-year fieldwork placement.

Several courses in the curriculum naturally cluster around a particular topic. For example, there are sequences of courses addressing family systems interventions (40800-Family Systems Approaches to Practice I; 43401-Family Systems: Health and Mental Health; 41700-Abusive Family Systems; 41900-Treatment of Adolescents: A Contextual Perspective; 42200-Advanced Clinical Seminar with Abusive Family Systems) and psychodynamically-oriented practice (41000/41100-Psychodynamic Practice Methods I, II; 41200-Self-Psychology and Social Work Practice). Two clusters of special interest have been designed in Physical Health and Mental Health and Services to Children, Adolescents, and Their Families.

Physical Health and Mental Health
As national attention focuses on the problems of health care in the United States, increasing numbers of social workers are being recruited to provide services to clients within health and mental health settings. Courses in this cluster provide students with knowledge of health and mental health problems and the dynamics of health care organizations. Skills for intervening at the individual, family, and organizational levels are taught. Students interested in focusing on health and/or mental health may choose among the following courses:

Advanced Human Behavior and the Social Environment
- 42500. Adult Psychopathology
- 42600. Diagnosing Mental Disorders in Children and Adolescents
- 43101. Mental Illness in Psychosocial Context
- 43300. Exceptional Child
- 44000. Loss, Recovery, and Resilience
- 44400. Sexuality and Social Work Practice

Clinical Interventions
- 40000. Clinical Interventions in Substance Abuse
- 40600. Social Work Intervention with Groups
- 40700. Substance Abuse Treatment
- 41500. The Practice of Group Work
- 41700. Clinical Treatment of Abusive Family Systems
- 42100. Aging and Mental Health
- 43401. Family Systems: Health and Mental Health
- 43700. Clinical Issues in Health Care
- 43800. Skills for Conducting Psychotherapy with Chronically Distressed Persons
- 43900. Disability: Medical, Ethical, and Psychosocial Issues
- 44300. Psychodynamic Perspectives on Spirituality

Organizational and Policy Interventions
- 37101. Community Needs Assessment in Health and Human Services
- 41800. Social Work and the Law
- 45500. Policy Analysis: Policy Design
- 45600. Policy Analysis: Methods and Applications
- 44700. Health Policy
Field Placement and Field Case Seminar
Field placement in health or mental health setting.
40100. Field Case Seminar: Health or Mental Health Services

Services to Children, Adolescents, and Their Families
Services to children are another area of national concern calling for increased participation and leadership from social workers. Courses in this cluster provide special training to students who are preparing for careers in the broad areas of family support services, child welfare, child mental health, or school social work. Students will gain knowledge of normal developmental challenges and tasks, conceptual and technical foundations for intervening with children and families experiencing a variety of difficult personal and social circumstances, and the requirements of working in particular settings.

Advanced Human Behavior and the Social Environment
42600. Diagnosing Mental Disorders in Children and Adolescents
43300. The Exceptional Child

Clinical Interventions
40300. Treatment of Children
40400. Fundamentals of Behavior Therapy
40500. Applications of Behavior Therapy to Children, Youth, and Adults
40600. Social Work Interventions with Groups
40800. Family Systems Approaches to Practice
41500. The Practice of Group Work
41700. Clinical Treatment of Abusive Family Systems
41900. Treatment of Adolescents: A Contextual Perspective
42200. Advanced Seminar on Youth and Family Violence
42800. Clinical Intervention with Socially Vulnerable Clients
43600. Cultural Adaptation and Transmission among Immigrant Families
47601. Prevention of Adolescent Problem Behaviors
47801. A Human Rights Perspective for Social Work Direct Practice

Policy, Organizational, and Community Intervention
41800. Social Work and the Law
45800. Organizing Communities and Coalitions for Social Change
45900. Staff Development and Supervision: A Systems Approach
46001. Seminar: The Politics of Welfare
48001. Theories and Strategies of Community Development
48400. Gender, Work, and Family
48600. Community Development
48900. Family Policy
49800. Community Organization in the Urban Environment
Special Issues and Settings
- 41600. Public School Systems and Service Populations
- 42700. Family Support Foundations and Practice
- 42900. Community Partnerships for Family Support
- 44800. Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
- 45200. African American Families: Theory and Research on the Role of Fathers
- 46500. The Youth Gang Problem: Policy, Programs, and Research

Field Placement and Field Case Seminar
Field placement focusing on services to children/adolescents and their families.
- 40100. Field Case Seminar: Services to Children/Adolescents and Their Families
- 40100. Field Case Seminar: Social Work Services in Public School Settings

SOCIAL ADMINISTRATION CONCENTRATION
The social administration concentration prepares students for professional practice in human services management, community organization and development, and policy analysis. The types of jobs for which students are prepared include positions in federal, state, county, and municipal government; private not-for-profit and for-profit organizations; public policy research and advocacy organizations; community-based organization and action groups; and electoral politics at all levels of government.

The social administration concentration provides students with advanced instruction in the economics, politics, and organization of social welfare. It teaches students the analytical and research skills needed to advocate for client groups and communities, and to plan, implement, and evaluate programs and policies at various levels of intervention.

Requirements
Students who elect the concentration in special administration take the following courses:
1. 45400. Economics for Social Welfare
2. 46700. Social Administration Seminar
3. 46800. Political Processes in Policy Formulation and Implementation
4. 48500. Data for Policy Analysis and Management
5. Field Placement. The field placement enables students to work with professionals who occupy major positions in government, community agencies, and related social welfare organizations. Such placements give students a broad view of a social welfare problem and of the organized response to that problem.

Clusters and Elective Courses
In addition to the required courses listed above, the social administration concentration offers several additional courses organized within three clusters: Community Organization and Development, Management, and Policy Analysis. In choosing
electives, students are encouraged to focus their study by selecting the recommended courses from one of the clusters.

**Community Organization and Development**
This sequence of recommended courses is designed to enable students to acquire the conceptual and technical knowledge base underlying professional practice in community-based organization and planning practice. Traditionally, community organization has encompassed those modes of intervention by which professionals help community action groups to engage in planned, collective action. The goals of the community organization and development cluster are:

- To introduce students to the broader political, economic, and spatial environments within which urban and community action takes place;
- To familiarize students with major theories of community organization and planning; urban politics; and community structure, process, and change so that they can assess the role and prospects for success of community interventions;
- To develop skills for producing technical products through community problem formulation, community planning, political advocacy, and needs assessment; and,
- To develop skills for evaluating various modes of social intervention, including community organization and advocacy, community planning, political action, and use of government policies and programs.

SSA faculty recommend taking the foundation course in community, one community methods course, and one substantive community elective course.

**Foundation course:**
48200. Urban Political Economy

**One methods course from the list below:**
48001. Theories and Strategies of Community Development
49800. Community Organization in the Urban Environment

**One substantive community elective course from the list below:**
42900. Community Partnerships for Family Support
44800. Urban Adolescents in their Families, Communities, and Schools: Issues for Research and Policy
45800. Organizing Communities and Coalitions for Social Change
46500. The Youth Gang Problem: Policy, Programs, and Research
46900. Race and Ethnicity in American Political Life
48600. Community Development

**Management**
This sequence of recommended courses is designed to teach students analytic approaches and techniques useful for enhancing the effectiveness of human service organizations serving disadvantaged populations. The goals of the management cluster are:

- To familiarize students with the theories and analytical frameworks useful for developing and implementing effective organizational policies and practices;
To instruct students in strategies that can enable human service organizations to respond effectively to external threats and opportunities;

To help students master modern management methods, such as staff supervision and development, negotiation, participatory decision-making, organizational development, and agency budgeting.

SSA faculty recommend taking two foundation courses in management, and selecting at least one substantive management elective course.

Foundation courses:
- 45100. Organization and Job Design
- 49700. Administrative Methods

One substantive elective from the list below:
- 44601. Street-Level Organizations: Theory and Management
- 47000. Non-Profit Organizations: Concepts and Practice
- 47300. Strategic Management: External Factors
- 49600. Financial Management for Nonprofit Organizations
- 45900. Staff Development and Supervision: A Systems Approach

Policy Analysis

This sequence of recommended courses is designed to teach students the conceptual and technical knowledge underlying policy planning, analysis, and evaluation in social welfare. The goals of the policy cluster are:

To instruct students in modes of analyzing social welfare policies systematically through the construction and use of formal conceptual policy design frameworks, empirical evidence, and policy arguments;

To assist students in learning the analytical and quantitative skills of cost-benefit and cost-effectiveness analysis, decision analysis, causal modeling, survey research, and field experimentation;

To deepen students’ understanding of the political and ethical dilemmas that accompany most policy making and evaluation problems in social welfare.

SSA faculty recommends taking two foundation courses in policy analysis and selecting at least one substantive policy elective course.

Foundation courses:
- 45500. Policy Analysis: Policy Design
- 45600. Policy Analysis: Methods and Applications

One substantive elective from the list below:
- 44601. Street-Level Organizations: Theory and Management
- 44700. Health Policy
- 44800. Urban Adolescents in their Families, Communities, and Schools: Issues for Research and Policy
- 46000. The Politics of Welfare
- 48900. Family Policy
Crossover Courses
Most of the courses that are lodged in either the clinical practice or social administration concentration are of potential interest to students in both concentrations. Clinical students are encouraged to take courses in social administration and vice-versa. A number of courses have been identified as being particularly relevant for both groups. Several bear on issues of supervision, management, and understanding organizational dynamics. They include:

- 41800. Social Work and the Law
- 42700. Family Support Foundations and Practice
- 46500. The Youth Gang Problem: Policy, Programs, and Research
- 49600. Financial Management for Non-Profit Organizations
- 42100. Aging and Mental Health
- 42900. Community Partnerships for Family Support
- 45200. African American Families: Theory and Research on the Role of Fathers
- 44800. Urban Adolescents in their Families, Communities & Schools: Issues for Research and Policy
- 46400. The Evaluation of Social Welfare Programs and Policies
- 45300. Cultural Retention and Social Assimilation: Hispanics in the United States
- 45900. Staff Development and Supervision: A Systems Approach
- 46900. Race and Ethnicity in American Political Life
- 47500. The Health Services Systems
- 49400. New American Voices: Immigrants and Refugees in American Society

SPECIAL PROGRAMS
Special programs including certificates, clusters, and designated areas of interest are all enhancements of the SSA curriculum that allow students to tailor their degree program more closely to their professional interests. By using electives in the degree program to meet requirements of a special program, students may build a curriculum that uniquely addresses their interests and prepares them for work in a particular area of social work.

Each of the special programs has prescribed requirements, either required courses or sets of courses from which students may choose. Importantly, each program combines study with a related field experience to allow students to connect their theoretical learning with their practical experience.

THE GRADUATE PROGRAM IN
HEALTH ADMINISTRATION AND POLICY
The Graduate Program in Health Administration and Policy (GPHAP) prepares students from the Graduate School of Business, the Irving B. Harris Graduate School of Public Policy Studies, the Pritzker School of Medicine, and the School of Social Service Administration (SSA) for executive-level careers in health care management and policy. The performance of the executive in the health care field requires sound analytic capabilities; understanding of human and organizational
behavior; understanding of institutional characteristics of the health services system, particularly its economic and financial underpinnings; and the ability to communicate and lead. While many students do not immediately assume executive positions upon graduation, the program presumes a leadership trajectory. This trajectory requires the ability to continue learning, to innovate, and to mobilize policy and organizational change. The program helps develop the competencies necessary for a successful long-term career that influences the well-being of individuals, the economic vitality of healthcare organizations, and the formation of reasoned health policy.

The GPHAP program prepares SSA students to:

- Understand the content, history, rationale, and policy dilemmas of social programs, including health care programs, that serve the disadvantaged;
- Demonstrate competency in direct service of patients or clients of health services;
- Understand the foundations of microeconomic theory (including the theory of the firm), price theory, and the basic concepts of macroeconomics, welfare economics, and the foundations of public finance: costs, benefits, margins, externalities, present value, public goods, and so on;
- Understand the principles and theories of organizational behavior;
- Understand the dynamics of policy formulation, process, and implementation; and
- Have foundational knowledge of research and statistics, including research design for clinical and program evaluation, inferential statistics, measures of association, and multiple regression.

Social administration students interested in careers related to health services may simultaneously earn a certificate in health administration and policy through the normal course load required for the A.M. degree. The Graduate Program in Health Administration and Policy is intended for those considering careers in health services, management, policy, research, consulting, and finance. In addition to SSA requirements, GPHAP requires three courses: 47500-Health Services Systems; 46600-Special Problems in Health Care Management; an approved course in financial management such as 49600-Financial Management for Non-Profit Organizations; two electives from an interdisciplinary list of courses featuring health services applications; and, completion of a field project in health administration. The list of electives includes the following courses:

- 37100. Health Planning: Theory and Practice
- 39000. Policies in Aging
- 43900. Disability: Medical, Ethical, and Psychosocial Issues
- 44700. Health Policy
- 45600. Policy Analysis: Methods and Applications
- 47701. Practice Issues with Older Adults

Further information about GPHAP is available from the Graduate Program in Health Administration and Policy.

THE FAMILY SUPPORT PROGRAM

To meet the growing national need for preventive and community-oriented services
for families, SSA has created a specialization in family support/family centered programs. These programs emphasize an ecological and preventive approach. To this end, they help families function more effectively. The family support specialization addresses individual, group, administrative, and community practice.

The specialized curriculum consists of two courses, a quarterly seminar, and a specialized field placement. The courses have been designed for students interested in **clinical practice, social administration, or both**. Students begin the specialization in the autumn quarter of their second year by taking 42700-Family Support Foundations and Practice, and in the winter quarter take 42900-Community Partnerships for Family Support.

Students who specialize in family support choose an internship specifically designed for this program. The family support courses are open to all master’s-level students.

**THE SCHOOL SOCIAL WORK PROGRAM**

The school social work program is designed to provide students with the knowledge, skills, values, and experience needed to prepare them for certification as school social workers. Through the combination of course work and field work, students in the school social work program are provided a specialized curriculum that will enable them to become effective practitioners within the context of the public school system.

In addition to the requirements of the **clinical practice concentration**, students in the school social work program are required to take three courses specifically designed for their specialization. Students are required to take 43300-The Exceptional Child, 41600-Public School Systems and Service Populations, and 40100-Field Case Seminar. The course on exceptional children is directed at the role of the school social worker in providing service to children and their families in a school setting. Methods of evaluating disorders and current research in the field are covered. The course 41600-Public School Systems and Service Populations is designed to acquaint students with the organization of the public schools, implementation of special education mandates, services to culturally and economically diverse populations, and the role of the social worker in a variety of public school settings. In addition, students are required to take a specialized three-quarter case seminar that integrates academic work with field experiences in the school setting. Students bring case material to the seminar for analysis and discussion.

Students interested in the school social work concentration for Illinois Type 73 Certification need to pass the basic skills test administered by the Illinois State Board of Education before beginning their school social work placement.

**OLDER ADULT STUDIES PROGRAM**

Social workers bring a unique, multi-faceted perspective to working with older adults. Their training develops the capacity to respond to an older person’s need for support and intervention in multiple domains. Social workers bring an understanding of an older person’s strengths and resiliency as well as strong assessment, problem-solving, and advocacy skills. To advance the preparation of geriatric social workers and to strengthen the quality of care given to a growing older population, the School of Social Service Administration has developed an Older Adult Studies Program for students in either the **clinical practice or social administration concentration**.
This program is positioned to combine an understanding of the person-in-environment as well as an awareness of the web of institutional relationships linking the older adult to society and social policy. Students will be prepared to practice in an evolving health care environment. SSA and its students will form new partnerships and collaborations with older adult service networks in the Chicago area through field internships and other relationships. Finally, the program will help position students for an emerging job market.

In addition to fulfilling the requirements for the concentration, students select two courses from the following three options: a course on mental health issues in aging (42100), a course on services for older adults (47701), and a course on policies on aging (39000). Students also select a field internship specifically designed for this program. Also offered will be an opportunity to develop an independent project.

JOINT DEGREE PROGRAMS
SSA offers several opportunities for students to combine professional degrees to create a unique multi-faceted program. These joint or dual degree programs link professional study in two complementary realms of expertise to provide the student with multiple tools and approaches to address the issues of social change.

There are many practical advantages to the combined degree programs, including an interdisciplinary exploration of a field of interest and a wider range of career choices upon graduation. Generally, the combined degree programs allow students to fulfill the requirements of both degree programs in one year less than if pursued separately. Joint degree programs are available between SSA, the Graduate School of Business, the Harris School of Public Policy, and the Divinity School. Dual degrees are available between SSA and the Chicago Cluster of Theological Schools.

Students must pursue formal admission to both degree programs through the admissions department of each respective school. If a student is currently enrolled in the first year of a professional school, he or she may apply for admission to another program to begin the combined degree. Students may apply for admission to both programs at the same time and defer one program for a year.

Joint A.M./M.B.A. Program
Students interested in pursuing both the A.M. degree in the School of Social Service Administration and the M.B.A. in the Graduate School of Business may enroll in the joint A.M./M.B.A. program. This option enables students to complete both degrees in three years.

For the M.B.A. component of the program, students must complete 14 courses while registered in the Graduate School of Business and must satisfy all of the specific requirements of the M.B.A. curriculum. As in the case of all M.B.A. students, those enrolled in the joint degree program may count six courses taken outside of the Graduate School of Business as “free electives” in the normal 20-course requirement for the M.B.A.

Course requirements for the A.M. component of the program include core and concentration courses with appropriate elective credit given to relevant courses taken in the Graduate School of Business. A normal program consists of 14 courses in the Graduate School of Business and 13 courses in the School of Social Service Administration. Applicants seeking admission to joint A.M./M.B.A. program must meet the entrance requirements and satisfy the basic undergraduate degree require-
ments of both the School of Social Service Administration and the Graduate School of Business.

Information for current students who wish to consider joining this program may be obtained by contacting the Deans of Students of both the School of Social Service Administration and the Graduate School of Business. Applicants should contact the Directors of Admission.

**Joint A.M./M.P.P. Program**

Students interested in pursuing both the master’s degree in the School of Social Service Administration and the master’s in public policy in the Irving B. Harris Graduate School of Public Policy Studies may enroll in the joint A.M./M.P.P. program. This option enables students to complete both degrees in three years.

Students in this program must satisfy all of the requirements in both schools. Joint degree students will be required to take 13 courses with SSA and 14 courses with the Harris School, including SSA’s six core courses and the Harris School’s eight core courses.

Applicants to the joint A.M./M.P.P. program must meet the entrance requirements and follow the application procedures for both schools. Information for current students who wish to consider joining this program may be obtained by contacting the Deans of Students of both the School of Social Service Administration and the Harris School of Public Policy Studies. Applicants should contact the Directors of Admission.

**Joint A.M./M.Div. Program**

The School of Social Service Administration and the Divinity School of The University of Chicago have designed a program of study that permits students to earn both the A.M. and the M.Div. degrees in one academic year less than if they completed both degree programs consecutively. Students in this joint program apply certain course credits toward partial satisfaction of the requirements for both degrees. Applicants to the joint A.M./M.Div. program must meet the entrance requirements and follow the application procedures of both schools.

Information for current students who wish to consider joining this program may be obtained by contacting the Deans of Students of both the School of Social Service Administration and the Divinity School. Applicants should contact the Directors of Admission.

**Dual A.M./M.Div. Programs**

The School of Social Service Administration has designed programs of study with several of the schools comprising The Chicago Cluster of Theological Schools. These programs enable students who are interested in developing dual competence in social work and ministry to earn both the A.M. and M.Div. degrees in one academic year less than if they completed both degree programs consecutively.

Chicago Theological Seminary  
5757 South University Avenue  
Chicago, Illinois 60637  
Lutheran School of Theology at Chicago  
1100 East 55th Street  
Chicago, Illinois 60615
Applicants to these dual degree programs must meet the entrance requirements and follow the application procedures of both the School of Social Service Administration and the specific theological school to which they wish to apply. The theological schools with which SSA has dual A.M./M.Div. degree programs are the following:

EXTENDED EVENING PROGRAM

The School of Social Service Administration offers a three-year Extended Evening Program (EEP) to meet the educational needs of working adults. The program design enables students to complete the Master of Arts degree requirements by attending classes part time in the evenings during three years of continuous enrollment. EEP requires the same number of hours and credits in class and field work as the full-time program.

Required courses are scheduled from 5:30 p.m. to 8:20 p.m., two evenings a week. The Field Seminar, held on Saturday mornings in the first year, is an exception to this schedule as is the research lab in the second year. It is especially important for EEP students to take the required concentration courses in the specified sequence, since most of these courses are offered in the evening on an every-other-year basis. Because of scheduling constraints, students in the EEP program do not have as full a selection of courses as students in the day program. In order to take advantage of alternative course offerings, EEP students are encouraged to arrange their work schedules so that they can take some of the daytime courses at SSA and other units of the University.

EEP students complete two field placements. The first placement, or core placement, consists of 400 hours in the field. It typically occurs from the beginning of the autumn quarter of the first year, through the following summer, and into the autumn quarter of the second year. The second field placement consists of 720 hours for students in the clinical practice concentration and 592 hours for students in the social administration concentration. It typically begins during the autumn or winter quarter of the second year, includes the summer, and continues through the third academic year.

Students are required to spend a minimum of eight hours each week in both the first and second field placements. Field internship opportunities are greatly increased if students have some daytime availability for field work, since options for field placements are difficult to arrange for students with only evenings and weekends free. Students are encouraged to talk with their employers about the necessity of having some flexibility in their weekday schedules while in school. Students working in qualified agencies may be able to arrange one of the two field placements at their places of employment.
All students must successfully complete the core field placement requirement before registering for the concentration courses in the winter quarter of their second year.

Financial aid and student loans are available for part-time study based on a combination of merit and need. Additional information can be obtained from the Dean of Students.

DOCTORAL DEGREE PROGRAM

For more than seventy years, the School of Social Service Administration at the University of Chicago has provided advanced training for those interested in pursuing an academic career in social work and social welfare. The program is designed to deepen students’ mastery of both theory and research methods so that they are prepared to contribute to scholarly knowledge in innovative ways. The program accommodates students who are interested in developing and evaluating practice methods as well as those interested in understanding social problems and accompanying institutional and political responses. The diverse theoretical training of SSA’s faculty makes it uniquely positioned to support an interdisciplinary course of study. SSA’s doctoral graduates include a long list of leaders in the field of social work and social welfare.

CURRICULUM

The curriculum is designed to ensure expertise in theory, research methods, and a substantive area of specialization. Students take courses in three major areas of study: 1) research perspectives and methods, 2) conceptual foundations for analysis and intervention, and 3) social welfare problems and issues. Students develop individualized programs which combine required and elective coursework within SSA, coursework in other University departments, and independent study.

The curriculum offers students a cohesive program of study with opportunities to pursue their own scholarly interests. The School provides opportunities for concentrated study in direct practice, social policy, and organizational analysis. In addition, it supports students in developing specialized expertise in understanding and investigating a particular social welfare problem or issue (e.g., mental health services for people with severe mental illnesses, child welfare, welfare policy, work and family, health services, services for the elderly, economic and community development, clinical decision-making, and homelessness, to name a few).

In consultation with a faculty advisor, each student develops a program of study that includes courses, a qualifying examination, a pre-dissertation research project, a dissertation proposal, and dissertation research. Students also have the opportunity to participate in teaching and research activities at the School as teaching and research assistants.

As an integral part of a major research university, the doctoral program at SSA enjoys full access to a rich array of course offerings within the University of Chicago. In addition to taking courses at SSA, students take courses in such departments as Sociology, Human Development, Anthropology, and Political Science, and in the professional schools of Business, Medicine, Law, and Public Policy Studies.

SUPPORTS FOR STUDENTS

During the first two years in the program, students are provided with full tuition
and fees and a $15,000-a-year research assistantship if they: 1) limit their time in paid employment to 20 hours a week; 2) work as a research assistant for an SSA faculty member for 10-12 hours a week; 3) meet income eligibility criteria; and 4) maintain satisfactory progress. Students in the third and fourth years in the program are eligible to receive full tuition, fees, and a $12,000 teaching assistantship if they meet the above criteria. The School pays 82% of tuition during students’ fifth and subsequent years.

In order to help ensure that incoming students get the in-depth advising they need to develop a customized program of study, the Doctoral Committee selects an advisor for each student during the admissions process, matching theoretical and substantive interests. As a student’s course of study evolves, he or she is free to change advisors.

Annually, students meet with advisors to complete a “self-assessment” in which they determine their programs of study. The assessment is concerned with developing expertise rather than meeting milestones, so that conversations between student and advisor focus on intellectual and skill development.

Courses elected in the first year in the program are designed to ensure that students connect with relevant faculty to develop the knowledge and skills needed to initiate and complete independent research. Students who have completed the qualifying exam participate in colloquia and workshops to present and refine their ideas for their dissertations as well as to provide a structure for moving through the steps of developing a proposal.

**Requirements for the Ph.D. Degree**

Students are required to take a minimum of fifteen courses: five in research perspectives and methods; five in conceptual foundations for analysis and intervention and five in social welfare problems and issues. At least three courses must be taken in other departments or professional schools. It is expected that these three courses will be in a single discipline. Courses in research or statistical methods do not fulfill this requirement. Students must maintain a satisfactory level of academic performance in meeting these course requirements.

Students are required to complete a pre-dissertation research project prior to admission to candidacy. This work should include major components of the research process (formulation of the question, design, data collection, analysis, and reporting), but need not include all. A paper reporting on the results of the work is required. The student will conduct this research under the guidance of a faculty member who will be responsible for certifying the adequacy of the work.

Students must pass a qualifying examination that assesses understanding of the major theoretical perspectives informing clinical or policy/organizational research and ability to use these frameworks to analyze social welfare problems. This take-home, open book examination is taken during one week at the end of the summer following the students’ second year. The examination is based on a reading list. Each year the faculty offers courses that include some of this material.

Finally, students are required to prepare and gain approval for a proposal of a dissertation research project and then successfully complete the dissertation. As the culmination of the doctoral program, the dissertation reflects the student’s ability to use theoretical knowledge and analytic tools to add to what is known about social welfare and social work.
Doctoral students who are preparing for academic careers are reminded that many schools of social work require faculty to have a Master’s degree in social work. The School has streamlined requirements so that students can complete the Master’s degree in the course of completing the doctoral program. Moreover, SSA offers practice in advanced clinical practice for those interested in fulfilling the Council on Social Work Education’s requirement of two years of post-Master’s clinical experience for those who teach clinical courses.

All doctoral students with a two-year Master’s degree must register for two years of scholastic residence. Students with a one-year Master’s degree must register for three years of scholastic residence. Thereafter, all students must register for advanced residence for a minimum of three quarters during each calendar year until receipt of the degree.

Doctoral students in advanced residence working away from Chicago on dissertation research toward a degree may be approved for pro forma registration for specified periods of time, with suspension of tuition and fees for that period of time. All students must return to advanced residence during the quarter in which the degree is received.

Because the time needed to complete the dissertation varies widely, the time required for completion of the Ph.D. program also varies. In general, students take from four to six years to complete all requirements. The student must meet the requirements for admission to candidacy (coursework, exam, and dissertation proposal) for the Ph.D. degree by the end of the quarter five years after the quarter of matriculation and must have completed all degree requirements by the end of the quarter five years after the quarter of admission to candidacy.

**PROFESSIONAL DEVELOPMENT PROGRAM**

The Professional Development Program (PDP) of the School of Social Service Administration is an expression of the School’s commitment to the development of excellence in practice. It is an important component of our effort to advance understanding of social issues and social interventions. Program offerings are an extension of the graduate program of the School and provide for highly concentrated exposure to a variety of subject areas. The Professional Development Program encompasses the Summer Institutes, and during the academic year, a series of one-day workshops. The Program is designed for social work practitioners and those in allied human service professions who wish to enhance their practice skills as well as update their knowledge of theoretical advances and current research findings.

PDP offerings are taught by SSA faculty members and distinguished guest scholars and practitioners. A wide range of content is covered in the curriculum with emphasis on advanced clinical social work and management of human service organizations. Offerings address many contemporary issues of importance to social workers. For the participants, these workshops offer a chance to delve into an area of interest, to become informed about new research from those most knowledgeable in the topic, and to share experiences and skills with others in the field. Continuing education credit is available to meet state licensing requirements and to give recognition of personal initiative and growth. Specific course offerings are described on
the SSA website: www.ssa.uchicago.edu/programs/pdp.shtml. Discounts are given to students.

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Left: Spring 2003 Convocation
ADMISSION REQUIREMENTS

In keeping with its long-standing traditions and policies, the University of Chicago, in admissions, employment, and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to participation in the programs of the University. The Affirmative Action Officer (702-5671) is the University’s official responsible for coordinating its adherence to this policy and the related federal and state laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended).

MASTER OF ARTS STUDENTS

FIRST YEAR

The academic requirement for admission is a Bachelor’s degree with a liberal arts background. It is expected that the quality of undergraduate record will be strong enough to ensure the candidate’s ability to do work for credit at the graduate level. Ordinarily, applicants with less than a 2.8 undergraduate grade-point average on a 4-point scale will not be considered without a period of successful post-bachelor’s social work employment. The Graduate Record Examination is not required; however, applicants with low undergraduate grade-point averages may wish to submit their GRE Aptitude Test scores as a possible means of strengthening their applications.

Neither the content nor the major subject of the undergraduate program is rigidly prescribed. The master’s program is built upon the assumption that students enter it with a good liberal arts education and a well-rounded knowledge of the social sciences obtained through study of some of the following subjects: economics, political science, sociology, history, cultural anthropology, and psychology. Because social welfare programs, private as well as public, operate within and are affected by governmental structure and economic institutions, it is especially desirable for students to have had at least an introductory course in United States government or history and in economics. Although a statistics course is not formally required for admission to the master’s degree program, incoming students should be aware that it is definitely to their advantage to have at least an introductory statistics course before entering the program. Such a course would provide valuable preparation for SSA required research courses. We strongly recommend that applicants who have not had a statistics course arrange to take one prior to the beginning of the school year.

Enrollment in the School is limited each year, and applicants are advised that the committee on admissions selects for admission only those applicants who, in its judgment, appear best qualified and capable of using the resources which the School provides. The committee considers all evidence that may indicate academic and professional promise. Crucial factors in the admission decision include: special distinction in undergraduate work, volunteer or work experience in the field of social welfare, letters of recommendation, the written supplementary statement, and outstanding achievements.
SECOND YEAR

Continuing Students

The student who takes the entire degree program at the University of Chicago must meet the following requirements before beginning the second year:

1. A minimum grade-point average of 2.50 on a 4-point scale upon the completion of the first year of full-time study or completion of nine courses.
2. Satisfactory performance in field instruction, indicating readiness for an advanced field placement.

Transfer Students

The transfer student who has recently completed a first-year program and a field placement in another accredited school of social work is generally able to enter the School in the Autumn quarter and complete degree requirements in three quarters by following a regular second-year program, if the program in the other school covered the content of the first-year program at SSA. Transfer applicants should enclose with their application a catalog from the school of social work in which their first-year program was taken.

Returning Students

Individuals wishing to return to the School after being out of residence must reapply for admission. Students absent from the program for five years or more will be required to repeat all course work and internships.

DOCTORAL STUDENTS

An applicant for admission to the doctoral program must have demonstrated potential to contribute to scholarship in the field of social work and social welfare. Judgments on applicants are based on academic records at undergraduate and graduate levels, prior research and professional experience, writing samples demonstrating analytic ability, and other evidence of superior achievement and of interest in pursuing an academic appointment.

With the exception of applicants seeking admission to the combined A.M. and Ph.D. program, applicants to the Ph.D. program must have completed a master’s degree in social work or a related field prior to beginning advanced study. Applicants who wish to seek faculty positions upon graduation in schools of social work are advised that the Council on Social Work Education requires a master’s degree in social work in order to teach practice courses.

STUDENTS FROM OTHER COUNTRIES

Since the requirements for professional employment in Canada and the United States are similar, the requirements for admission are the same for Canadian and United States students. Some adaptations in admission requirements are made for students from other countries as follows:

1. The student from another country is expected to have an A.B. degree or its equivalent and to have completed whatever social work training is available in the home country and/or to have had work experience in a social agency before applying for admission to the master’s program. Exceptions are occa-
sionally made when the individual is currently completing undergraduate education in this country.

2. The student from another country must have fluency in spoken English. The fieldwork courses demand use of idiomatic English from the beginning of the period of study. All applicants from other countries must submit scores from the Test of English as a Foreign Language (TOEFL) examination. SSA requires a TOEFL score of 250 on the computerized test with a score of 25 in each component section or a score of 600 on the written test.

APPLICATION PROCEDURES FOR DEGREE STUDENTS

All inquiries about admission or about the progress of a particular application should be addressed directly to the Director of Admissions, The School of Social Service Administration, The University of Chicago, 969 East 60th Street, Chicago, Illinois 60637, 773-702-1492 or admission@ssa.uchicago.edu. Students are encouraged to visit the campus prior to admission.

APPLICATION DEADLINES

Students enter all programs in the Autumn quarter. Applications should be filed as early as possible to allow time for reviewing application materials. Only complete applications with transcripts and reference letters will be accepted. Applications will be accepted and processed beginning Autumn quarter of the year preceding anticipated admission. Early decision deadlines for the master’s program are December 15 and January 15; the final application deadline for the master’s program is April 1. The application deadline for the doctoral program is January 1.

STEPS IN THE ADMISSION PROCESS

1. Application forms. Separate application forms are used for the master’s and doctoral degree programs. Returning master’s degree students or applicants who completed the application process at the School within the last two years but did not enroll must file a Supplemental Application. Electronic applications may be submitted at www.ssa.uchicago.edu.

2. Personal statement. Applicants for the master’s degree submit a statement describing the manner in which their interest in social work originated and developed. Particular educational goals should be stated. Returning master’s degree students as well as candidates who have applied previously should prepare a supplemental statement to the admissions committee updating the previous statement and describing interim social work education, experience, or activities.

   Doctoral degree applicants submit a statement describing study plans, career objectives, and reasons for applying to the School. Instructions for writing these statements are provided with the application form.

3. Transcripts. New applicants must order an official transcript from each college and graduate school they have attended sent directly to them in a sealed envelope. The applicant encloses the sealed transcripts with their application. If college work is incomplete at the time of application, a supplemental tran-
script should be sent when final grades and award of the degree have been recorded.

Returning students and candidates who have applied previously should order transcripts of any subsequent courses taken elsewhere.

4. **Application fee.** Applicants should send the $60 fee at the time of filing the application form. This fee, which is not refundable, does not apply toward tuition or other charges.

5. **Interview.** In some instances, an interview with a member of the admissions committee may be arranged by the committee or requested by the applicant. Such interviews are not a part of the application process.

6. **References.** Current students or recent graduates must include at least one reference from an instructor. Applicants who are or who have recently been employed should include at least one reference from an employment supervisor. References should be returned to the applicant in sealed envelopes. Applicants should submit their sealed reference letters with their applications.

7. **Financial aid.** Applicants applying for scholarships from the University must file an Application for Scholarship with the School. Applicants who are applying for student loans must also file a Free Application for Federal Student Aid (FAPSA) www.fafsa.ed.gov.

8. **Admission decision.** There is an April 1st deadline for filing application to the master’s program and January 1st for the doctoral program. In the master’s program, admissions decisions are made at three points in the application cycle. Applications received by December 15th will be reviewed by February 15th, applications received by January 15th will be reviewed by March 15th, and decisions on applications received by the deadline, April 1st, will be made by May 30th. Admissions decisions for the doctoral program will be made by April 1st.

9. **Admission deposit.** Applicants who are admitted to the School must confirm their acceptance by submitting a $250 non-refundable deposit to reserve a place in the School. This sum is credited toward Autumn quarter tuition.

**SPECIAL PROCEDURES FOR STUDENTS FROM OTHER COUNTRIES**

Foreign applicants, whether attending a United States undergraduate institution or a college or university in their own country, follow regular application procedures as outlined above, except for the following:

1. **Application fee.** All applicants are required to pay an application fee of $70 in U.S. currency, by bank draft or postal money order. Personal checks are acceptable only if written on a United States bank. This fee is an official requirement for admission, and foreign governments will approve the release of funds for this purpose.

2. **Transcripts.** Academic credentials, including courses taken, grades received, and degrees granted, should be sent directly to the School with the application. If this is not possible, copies in the applicant’s possession may be acceptable if they have been certified by the proper school authorities. Applicants may not validate their own documents. The class or division of the degree
must be stated if this is the customary method of reporting the quality of academic work.

3. Financial plan. Applicants must submit a financial statement, itemizing sources of funds for maintenance and transportation, and must provide documented proof (certification by a bank or subsidizing agency or agent) of resources sufficient for their support during the two years. It is estimated that educational and living expenses, exclusive of travel to and from the student’s home country, approximate $40,000 for one year of study. Neither University financial gift aid nor United States bank loans are available to foreign students in the master’s program. Doctoral applicants are eligible to apply for gift aid only.

Applicants who need financial assistance are advised to explore possibilities in their home country and from United States government sources. Information about the latter may often be obtained from a United States consulate or information service office. The Institute of International Education, One East 67th Street, New York, New York 10021, also provides information about scholarship opportunities.

4. Use of English. Applicants whose first language is not English are required to take an English language proficiency examination. Application for administration of the test should be sent to TOEFL (Test of English as a Foreign Language), Educational Testing Service, Box 6151, Princeton, New Jersey 08541-6151, USA (609-771-7500), www.ets.org. The results of the test will be sent to the University by the Testing Service. Applications will not be given final consideration until the results of the test have been received. A minimum total TOEFL score of 600 on the written exam or 250 on the computer exam is required with a score of 25 in each component section.

Note to graduates of the University of Puerto Rico: Due to the fact that the language of instruction is not English, graduates of the University of Puerto Rico will be required to take an English examination.

SCHOLARSHIPS

Persons applying to the School for admission and requiring scholarship aid are advised to explore the possibility of financing through the major private and public social agencies in their home states and communities. When such agencies finance studies, it is usually the understanding of the agencies involved and of the School that the financial plan made at the beginning of the first year of graduate study will continue for the duration of the student’s enrollment.

Applicants for financial assistance for funds administered by the School are expected to give an accurate picture of needs and resources, so that a realistic plan can be worked out for the full academic year. Exclusive of the tuition and required fees, the estimated living cost for the single student is $1,475 per month. This amount should cover books, room and board, carfare to the field placement, and incidentals (see page 42).

FINANCIAL NEEDS ANALYSIS

The Application for Financial Aid is used to determine a student’s financial need. This form is sent to all applicants who request scholarship aid and should be returned to the Dean of Students Office. Returning students should obtain the form
from the Dean of Students Office.

Applicants who are applying for student loans must also file a Free Application for Federal Student Aid (FAFSA). A FAFSA form may be obtained from the institution in which the applicant is currently enrolled, by requesting the form from SSA, or at www.fafsa.ed.gov.

The completed forms should be returned directly to the School and Federal Student Aid Programs (respectively) as soon as possible after January 1. Applicants whose financial needs analysis is received by the School after June 1 maybe at a disadvantage in competing for scholarship and loan funds.

AWARDS ADMINISTERED BY THE SCHOOL

Basic scholarship awards are made on the basis of financial need and merit. Limited additional merit scholarships are available and are awarded with consideration given to academic achievement and promise for the field of social work. Scholarships are granted for one year only. Students must reapply for second-year awards. Scholarships do not preclude loans to students who may require additional financial aid to complete their work.

Most grants are made in the spring for the following academic year. Entering or reentering students applying for awards administered by the School must file an Application for Financial Aid with the School (see above) at the time of application for admission. Assessments of financial need and merit are used in considering all grants provided or controlled by the School.

The School awards basic scholarships from public grants, University unrestricted gift aid, and several School endowed and restricted student aid funds. The following scholarship funds have been established to provide financial assistance to SSA students without restriction based on an assessment of financial need and merit.

- Edith Abbott Scholarship Fund
- Charlotte F. Andress Scholarship Fund
- Beryl Veta Beringer Scholarship Fund
- Sophonisba Breckinridge Scholarship Fund
- Alvin Bronstein Scholarship Fund
- Chicago School of Civics & Philanthropy Scholarship Fund
- Helen Clauson Scholarship Fund
- Colver-Rosenberger Scholarship Fund
- Thomas W. Fetzer Scholarship Fund
- Regina Vogel Fine Scholarship Fund
- Marion Gibson Fisher Scholarship Fund
- David and Mary Winton Green Scholarship Fund
- Francis R. and Benjamin C. Hayenga Scholarship Fund
- Lelia Houghteling Scholarship Fund
- Gregory Lilly Scholarship Fund
- Lynne Fowler Linn Scholarship Fund
- Jeanne C. Marsh Scholarship Fund
- Robert Newberger Scholarship Fund
- Alice S. Peterson Scholarship Fund
- SSA Legacy Fund for Scholarship Aid
- Mary C. Siemer Scholarship Fund
Spellberg Endowment Fund
Catherine Brooks Strow Scholarship Fund
Dorothy Sullivan Scholarship Fund
Dorothea Bishop Tucker Scholarship Fund
Wilma Walker Memorial Scholarship Fund
Dr. Marquis E. Wallace Fellowship Fund
Forrest Whitney Scholarship Fund
Rita Cohen Williams Scholarship Fund

The following scholarship funds have been established to provide financial assistance to SSA students with particular needs or attributes based on an assessment of need, merit, and eligibility:

Grace Abbott Scholarship Fund. These awards are designated to students who have been staff members of a public welfare service agency and who plan to return to the field of public welfare after graduating.

Pearl J. L. Axelrod Scholarship Fund. These awards are designated for students with visual or hearing impairments or for students preparing to work with the disabled in physical or mental rehabilitation.

Josephine Schlenck Gumbiner Fellowships for Returning Scholars. These awards are given to individuals to encourage those working in social services or related fields to return to school at SSA to receive advanced training in social work.

Richard & Angelica Harter Scholarship Fund. These awards are designated for students in the joint degree program between SSA and the Chicago Theological Seminary.

Sophia Malenski Hill Scholarship Fund. These awards are designated for students whose studies are in the area of school social work or community organizing.

William S. and Doris Jean Keller Family Scholarship Endowment. This award is designated to a student who plans to work to improve the lives of abused and neglected children.

Christian S. Ledley Scholarship Fund. The awards are designated for British or Australian master’s or doctoral students or to those whose parent, grandparent or great-grandparent was a British citizen.

Laurence E. Lynn, Jr. Merit Scholarship Fund. These awards are designated for students in SSA's evening program.

Anita Mackey Minority Merit Scholarship Fund. These merit awards are designated for minority students at SSA.

Lorraine Madsen Scholarship Fund. These awards are designated for students in the evening part-time program at SSA, with preference for minority students.

Robert R. McCormick Tribune Fellowship Fund. These awards are designated to bolster the educational opportunities of students interested in careers as urban and community leaders.

Jane Mullenbach Moore Scholarship Fund. These awards are designated for students entering SSA following a period of time in the workplace.

Alice Pickard Minority Scholarship. These awards are designated for minority students at SSA.
Judith Rudolph Scholarship Fund. These awards are designated for one second-year student who shows a commitment to the prevention of adolescent pregnancy or services to teenage parents.

Bernece Kern Simon Teaching Fellowship. These awards are designated for doctoral students in their third or fourth year who show a commitment to teaching.

Olive K. Sloane Scholarship Fund. These awards are designated for students at SSA whose field of study is medical social work.

Elizabeth Bosworth Wheeler Scholarship Fund. These awards are designated for students who demonstrate a commitment to the field of psychiatric social work.

Students who take their second-year field instruction in an Illinois public school are eligible to apply for a paid Illinois School Social Work internship.

A few of the questions on the admission application form are designed to provide the information needed by the School in order to consider grants that have special eligibility requirements and to suggest sources outside the School to which the student may wish to apply.

Note: Students should not apply to a specific School-administered fund. Applicants for scholarship assistance from the School need only file an Application for Scholarship to be considered for any of the above-mentioned funds.

AWARDS ADMINISTERED BY ORGANIZATIONS AND AGENCIES OUTSIDE THE SCHOOL

It is not possible to give complete information about all grants available, since they vary considerably from year to year. Some states offer stipends to prepare workers for their child welfare programs, and a few are offering grants in their public assistance and health programs. A state stipend carries a commitment to work for the agency. Inquiries should be addressed to the department of public welfare, public health, or mental health of the state in which the candidate wishes to work.

A few private agencies offer stipends, usually with the understanding that the individual will work for the agency after receiving the master’s degree. In most instances, admission must be approved by the School before an agency will offer educational stipends. Students interested in agency scholarships should make inquiries with private agencies in their localities and may also wish to contact various professional social work organizations.

LOAN FUNDS

STAFFORD STUDENT LOAN (SUBSIDIZED AND UNSUBSIDIZED)

Stafford Student Loans are available through universities, banks, credit unions, or savings and loan associations. An eligible student may borrow up to $8,500 from a Guaranteed Student Loan program. Current interest is variable. An origination fee of 3 percent and a guarantee fee of 1 percent are also assessed. The University of Chicago’s Federal Stafford Loan Program offers a 2 percent origination fee and no guarantee fee.
A student who has had previous educational loans through a Stafford Student Loan program may wish to continue to borrow through that source. Upon graduation the student will then need to repay only one consolidated loan. Since Stafford Student Loan funds are often committed by midsummer, students are urged to explore the possibility of a Stafford Student Loan in the early Spring. Students should have their University Loan Application into the Admissions Office by June 1st. Students must be registered at least half time to be eligible for a Stafford Student Loan.

PERKINS STUDENT LOANS

Perkins Student Loans carry an interest rate of 5 percent. These funds are extremely limited and the University cannot guarantee the availability of monies to all students who apply. Annual maximum amounts are determined by the amount of funds available. Students must be registered full time to be eligible for Perkins Student Loans.

NAMED UNIVERSITY LOAN FUNDS

The University has a number of endowed loan funds from which emergency, short-term, or longer-term loans can be granted to full-time students. These loans have interest rates ranging from 3 to 7 percent. Loans from the following existing funds at SSA may be available upon request to the Dean of Students:

The Milton Hyman Student Loan Fund. Established in 1991, these loan funds are given in the name of an SSA field instructor and alumnus from the class of 1947.

The Phil Hovda Emergency Student Loan Fund. Established in 1994 from gifts of over 200 alumni, these loan funds are given in the name of SSA's former Dean of Students and alumnus of the class of 1971 upon his retirement after 20 years of service.

The George and Agnes Schael Loan Fund. Established in 1982 by George Schael in honor of his late wife, Agnes, X'35.

The Rhoda Sarnat Student Loan Fund. This fund honors a distinguished graduate of the Class of 1939.

The Willa Webber Lee Student Loan Fund. Established for a distinguished alumna from the Class of 1945.


The Constance Marcial Burroughs Loan Fund. This fund was named for a distinguished alumna of the Class of 1951 who received an Alumni Citation Award from SSA in 1975.

Note: Regulations governing student loan programs have varied significantly in recent years. Current information regarding terms, repayment, and eligibility may be obtained from: Office of University Student Loan Administration, 970 East 58th Street, Room 411, Chicago, IL 60637 (773-702-6062).
GENERAL INFORMATION

SCHEDULE OF FEES

All payments of tuition and fees must be completed by the end of the fifth week of any quarter. If a student has not paid any account in full that is due to the University, restriction of further privileges or services may follow.

The fees listed here are for the academic year 2003-2004.

1. Application fee ................................................. $60
   This fee must accompany the original application for admission to the University. No part of this fee is either refunded or applied as an advance payment on other fees.

2. Advance reservation deposit ................................. $250
   Credited to Autumn Quarter tuition

3. Student Accident & Sickness Insurance (each of three quarters):
   Basic Plan (student only) ................................. $497
   Advantage Plan (student only) ......................... $740
   Dependents (spouse/domestic partner) .............. $888

4. Student Activities fee (each quarter) ........................ $36

5. Student Health fee (each quarter) .......................... $132

6. Tuition fees per quarter for master’s program:
   Normal graduate program of three courses ........... $8,667
   2 courses ......................................................... $6,197
   1 course ........................................................... $3,590

7. Tuition fees per quarter for Doctoral Program:
   Scholastic Residence ......................................... $8,667
   Advanced Residence .......................................... $3,590

Note 1. Pro Forma status fee is $184 each quarter.

Note 2. Students who pay tuition for a normal program may audit, without extra charge, classes in addition to those for which they are registered, subject to the approval of the instructor in each case. Under these conditions the students are not registered for the courses, and work is not made a part of their official records.

Note 3. Doctoral students on the Quadrangles who are engaged in research or who are working on a dissertation (or essay or formal piece of writing required for a higher degree), whether or not they have completed the course requirements for the degree, are required to pay tuition each quarter or the Advanced Residence fee.

Note 4. Students who are required to withdraw for disciplinary reasons shall not be entitled to any refund of tuition or fees. Fees and other charges are subject to change from year to year prior to the beginning of each academic year.

8. Special service fee:
   a. Field Work registration per quarter ...................... $25

9. Late fees:
   a. Late payment of fees ........................................ $100
   b. Late registration .............................................. $50

10. Change in registration ...................................... $25

A fee is charged for each change in registration made by a student after the offi-
cially scheduled change period (4th week of quarter) unless caused by the University.

ESTIMATE OF EXPENSES

The following figures may be used as a guide to students in estimating the annual cost of essential needs while enrolled in the School of Social Service Administration. They are based upon an academic year of three quarters and include food, shelter, laundry and cleaning, textbooks, incidentals, clothing, recreation, and commuting costs only for travel to and from field instruction.

For a single student ............................................ $41,871
  Tuition ...................................................... $26,001
  Fees and Student Accident & Sickness Insurance ...... $1,995
  Books ....................................................... $1,325
  Commuting .................................................. $550
  Room/Board ................................................ $10,000
  Personal and miscellaneous .............................. $2,000

For a married student ....................................... $45,371
  For first child .............................................. $3,500
  For each additional child ................................. $3,500

ADMINISTRATIVE INFORMATION ON COURSES AND REQUIREMENTS

The unit of instruction for a course is (100). The normal graduate full-time student load is three courses per quarter. Unless otherwise indicated in the course description, each course equals one unit. Each unit is equivalent to 3-1/3 semester hours or 5 quarter hours of credit. Except for doctoral students, tuition fees are assessed according to numbers of units. Doctoral students’ tuition is assessed according to residence status.

Course Marks and Credits

The following course marks are used for graduate courses: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, P, I, and R. The use of the plus or minus denotes somewhat more or less of the relevant grade as defined below:

A—Denotes superior performance that is both consistent and outstanding;
B—Denotes good, steady adequate performance, with some of the plus values that make for an A. The B student shows understanding and ability to integrate learning and ends the course with a comprehensive grasp of the material;
C—Denotes acceptable performance that indicates grasp of the essentials of the course and probable ability to complete the next course in the sequence. The mark C denotes lack of the comprehensive grasp and understanding of the B student. The C mark may represent uneven work or steady performance at no more than an acceptable level;
D—Denotes minimum passing grade. The work is marginal, neither clearly acceptable nor clearly unacceptable. The student’s grasp of the essentials is in question. The mark D denotes serious doubt that the student can complete the next course in the sequence;
F—Denotes failure, i.e., unacceptable performance. An F grade clearly demonstrates inability of the student to grasp the essentials or to integrate learning.
A grade of F, once recorded, cannot later be changed. Receiving an F grade necessitates registration and payment for an additional course.

A student may not register for a succeeding quarter or graduate if he/she has received Fs in two courses or two quarters of field work, with the following exception and condition: two Fs received from the same instructor in two interrelated, concurrent courses will be treated as one F; two Fs in field work must be in two different field placements with two different field instructors. The faculty liaison may be the same for both field experiences.

P—Denotes satisfactory performance (that is, within the A to C range);
I—Denotes that the student who desires course credit has not submitted all the evidence required for a qualitative grade and has made satisfactory arrangements with his/her instructor to complete the remaining portion of the work. A mark of I can be given only when the requirements of the course have not been completed due to circumstances beyond the student’s control; it cannot be used in lieu of F when the work has not met the standards and requirements set by the instructor.

The privilege of completing a course marked I is limited to the end of the quarter following that in which the incomplete was granted;
R—A mark of R (registered) is used only when the student has not submitted evidence of the quality and quantity of his/her work. Tuition fee is charged for an R, and the course is listed on the student’s permanent record. Courses in which the student received the mark R have no credit value in the University. No stigma is attached to the mark R. The student who wishes to take a course for an R must obtain the consent of instructor and must register for an R by the fourth week of the quarter. An R, once entered on the student’s record for a course, may not be changed. A student may register for an R only for a course taken in addition to those courses required for the degree.

Master’s degree students must take letter grades (A, B, C, D, or F) in at least fifteen of the eighteen courses required for graduation. The remaining three courses may be taken on a Pass/D/Fail basis. The P/D/F system is available in any of the three courses in which the student wishes to use it. (SSA 40100: Clinical Case Seminar is only graded P/D/F. This course does not count as one of the student selected P/D/F courses.)

All fieldwork grades are Pass/D/Fail. Students must pass their Core and Concentration field work programs to receive their degree.

Students who previously withdrew from the School and are now resuming their studies are subject to the current policy. Transfer students who receive nine credits for courses taken outside of SSA must take all their courses for a letter grade.

Pluses or minuses may be assigned to all letter grades at the instructor’s discretion.

The master’s student must achieve a minimum cumulative grade-point average of 2.70 (on a four-point system) to graduate from the School, and a minimum cumulative grade-point average of 2.50 must be achieved upon the completion of the first year of full-time study, or the completion of nine courses, to continue in the School.

Computation of the grade-point average is based on assigned values to the letter grades as follows: A = 4, A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D+ = 1.3, D = 1, D- = 0.7, F = 0, I = 0. The grades P and R are not included in computation of the grade-point average.
Doctoral students are expected to maintain at least a 2.7 cumulative grade-point average (on a four-point scale). A student whose grade-point average falls below 2.7 in any three consecutive quarters or nine consecutive courses will be terminated from the program. Grades of P (Pass) will not be counted in the calculation of grade-point averages.

Doctoral students are permitted to take no more than one-fourth of the courses meeting the distributional requirements as P/D/F grading. Faculty members have the option of modifying letter grades with plus and minus designations.

Grading policies in other professional schools and departments of the University vary and are not always consistent with those of SSA, particularly with regard to the use of Pass/Fail. Students taking courses outside of SSA are advised to check the relevant grading policy with the course instructor before registering. It should be noted that grading is limited to Pass-Fail in certain courses in other units of the University. Such courses may not be used to meet the 15 letter grade requirement for master’s students.

A student who is registered for a course and who successfully completes the requirements as prescribed by the instructor receives credit on the records of the University. The student’s record, indicating the units of instruction completed, may be used for transferring credit to another institution.

**Registration and Residence Requirements**

The unit of residence at the University is the academic year, normally consisting of three consecutive quarters of enrollment.

Students in the master’s program of the School of Social Service Administration must complete eighteen courses and two field placements before receiving the master’s degree. Students in the doctoral program must register for two academic years in Scholastic Residence. During the third through eighth years, doctoral students will register in Advanced Residence until receiving their degrees.

**Application for Degree**

Application for a degree on a form provided by the Dean of Students must be filed in that office by the first day of the quarter in which a student expects to receive a degree. In case of failure to complete degree requirements, the student must reapply by filing a new application in a later quarter.

**Leaves of Absence**

Students may take a leave of absence from the program for up to one year. A request for a leave must be made in writing and include the reason for the leave, the anticipated length, and plans for completing their work. A leave of an additional year may be granted under special circumstances with the approval of the Dean of Students.

Students absent from the program for three to five years, who have not been granted a leave of absence under the first provision, will need to reapply for admission to the School to complete requirements for the degree. Courses will be evaluated for credit toward meeting existing requirements. Students absent from the program for five years or more will be required to reapply for admission to the School and repeat all coursework and internships. No credit will be given for
previous work toward the degree. If readmitted, they will be eligible for financial aid like other students.

Transcripts and Certification
Students may request a transcript of academic record or certification of student status from the Registrar’s Office. There is a charge of $8.00 per copy. The Registrar will not issue a transcript of record or release other nonpublic information except upon the written request of the student. Partial transcripts cannot be issued.

Veterans
Any student eligible for or receiving benefits under a public law must contact the Advisor to Veterans in the Registrar’s Office. A student whose program of study has been approved by the Illinois State Approving Agency must be certified by the Advisor to Veterans at the opening of each quarter.

UNIVERSITY POLICIES

Statement of Non-Discrimination
In keeping with its long-standing traditions and policies, the University of Chicago, in admissions, employment and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to participation in the programs of the University. The Affirmative Action Officer (Administration 501, 702-5671) is the University’s official responsible for coordinating its adherence to this policy and the related federal and state laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended).

Assistance for Disabled Students
The University does not have a comprehensive program oriented wholly towards educating students with disabilities, but strives to be supportive of the academic, personal, and work-related needs of each individual and is committed to helping those with disabilities become full participants in the life of the University.

Students with disabilities should contact their area dean of students and a representative of the Office of the Vice President and Dean of Students in the University (Administration 227, 773-702-7769) in as timely a fashion as possible to initiate the process for requesting accommodations at the University.

Once the appropriate documentation is received, professionals will review it to clarify the nature and extent of the problem. Ordinarily a representative of the Office of the Vice President and Dean of Students in the University and area dean of students then will meet with the student to discuss the matter. If academic work is at issue, faculty may also become involved in these discussions. The student and the area dean of students will maintain contact as appropriate in ongoing efforts to accommodate the student. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.
LEARNING DISABILITIES

The University is committed to working with learning disabled students who have been admitted to help them become full participants in academic programs. In all cases, the usual standards of judgment and assessment of students’ overall academic performance apply. Neither the community nor the students concerned are well served by applying special or lesser standards of admission or of evaluation. The representative of the Office of the Vice President and Dean of Students in the University may make accommodations to assist learning disabled students. Such accommodations need to be reasonable and appropriate to the circumstances, should confer equal opportunity on students with learning disabilities, and must not infringe on the essential requirements of or fundamentally alter the program.

As in the case of other disabilities, faculty and academic staff should instruct learning disabled students to request assistance from their area dean of students and a representative of the Office of the Vice President and Dean of Students in the University. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

DOMESTIC PARTNERSHIP

A domestic partnership is defined as two individuals of the same gender who live together in a long-term relationship of indefinite duration, with an exclusive mutual commitment in which the partners agree to be jointly responsible for each other’s common welfare and share financial responsibilities. The partners may not be related by blood to a degree of closeness which would prohibit legal marriage in the state in which they legally reside and may not be married to any other person.

Benefits will be extended to a student’s domestic partner and partner’s dependents for the Student Accident and Sickness Insurance Plan, housing, athletic facilities, and libraries. Students who wish to enroll their domestic partner and/or his or her dependents for benefits should contact the Benefits Office (970 E. 58th Street, 3rd floor, 702-9634) to request a Statement of Domestic Partnership form. Once approved by the Benefits Office, the Statement will certify that the student’s partnership meets the University’s requirements.

If a student wishes to enroll his or her domestic partner and/or partner’s dependents for benefits at the time of certifying partnership, the student will also need to complete new benefit enrollment forms adding the partner and/or partner’s dependents to the student’s insurance plan. In order to obtain gym, library, and/or housing privileges, the student will need to present his or her approved Statement of Domestic Partnership at the appropriate office.

- Gym – Henry Crown Field Office, 5550 S. University, Room 105
- Library – Regenstein Privileges Office, 1100 E. 57th Street, 1st floor (bring partner)
- Housing – Graduate Students Assignment Office, 5316 S. Dorchester

UNIVERSITY REPORTS

The University of Chicago annually makes information, including several reports and policies, available to its community and to prospective students and employees. These reports provide abundant information on topics from equity in athletics to campus safety, including several items for which federal law requires disclosure.
The following are reports that are presently available from the University of Chicago. For those reports not available on the Internet, the University will provide copies upon request.

1. The University’s campus safety report, *Common Sense*, is published annually and includes the following:
   - information regarding transportation on and around campus;
   - safety tips and information on security and crime prevention programs;
   - campus policy regarding the sale, possession, and use of alcohol and illegal drugs;
   - information regarding drug and alcohol education programs;
   - crime statistics for the three most recent calendar years;
   - campus programs to prevent sex offenses and procedures to follow when sex offenses occur; and
   - information regarding reporting of criminal activity.

*Common Sense* is available, upon request, from the University of Chicago Police Department, 5555 S. Ellis Ave., Chicago, IL 60637, (773-702-8190); and from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). It also can be accessed on the Internet at http://www.uchicago.edu/commonsense/.

2. The University of Chicago Department of Physical Education and Athletics’ report for the Equity in Athletics Disclosure Act is available, upon request, from the Department at 5734-A S. Ellis Ave., Chicago, IL 60637, (773-702-7684).

3. The University’s policy concerning privacy and the release of student records is published annually in the University’s Student Manual of Policies and Regulations. The policy explains the rights of students with respect to records maintained by the University and outlines the University’s procedures to comply with the requirements of the Family Educational Rights and Privacy Act. Copies of the Manual are available, upon request, from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). The information is also available on the Internet at http://www.uchicago.edu/docs/studentmanual.

4. Information on accommodations for persons with disabilities can be found in the Student Manual of Policies and Regulations and in each division’s Announcements, including this one. The Student Manual of Policies and Regulations is available from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). The information is available on the Internet at http://www.uchicago.edu/docs/studentmanual.

5. Information regarding current tuition and fees, including estimated miscellaneous costs, is available through the SSA Dean of Students Office, 969 E. 60th St. (773-702-1135).
6. For information on financial aid programs, contact the SSA Dean of Students Office, 969 E. 60th St. (773-702-1135).

7. Information regarding student graduation rates, tuition and loan refunds, and withdrawals can be obtained from the Offices of the Registrar and the Bursar, 5801 S. Ellis Ave., Chicago, IL 60637 (773-702-7891) and (773-702-8000) respectively. This information is also available on the Internet at http://registrar.uchicago.edu under the section entitled Times Schedules.

8. Information on the University’s accreditation can be obtained from the Office of the Provost, 5801 S. Ellis Ave., Chicago, IL 60637 (773-702-8806).

9. Information on academic programs, faculties, and facilities, can be obtained from the Dean of Students Office, 969 E. 60th St., Chicago, IL 60637 (773-702-1135).

**STUDENT REGULATIONS AND DISCIPLINE**

Any conduct, on or off campus, of students as individuals and as members of campus groups, that threatens the security of the University community, the rights of its individual members, or its basic norms of academic integrity is of concern to the University and may become a matter for action within the University’s system of student discipline.

The All-University Disciplinary System is set out in the *Student Manual of University Policies & Regulations*, copies of which are available through the dean of students in each area. Every student should become familiar with the *Student Manual of University Policies & Regulations*, which is updated annually.

**SECURITY**

The University Police Department operates 24 hours a day, seven days a week, on campus and throughout the Hyde Park-South Kenwood and Woodlawn neighborhoods (the area bounded by 47th and 60th Streets from Lake Shore Drive to Cottage Grove Avenue; and between 60th and 64th Streets from Stony Island to Evans Avenues). Pending passage by the Chicago City Council in the fall of 2003, the University plans to extend its police services to include North Kenwood-Oakland; bounded by 39th Street to the north, South Cottage Grove to the west, East 47th Street to the south, the Illinois Central railroad tracks to the east, and all of Mandrake Park.

Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other’s calls within the University Police’s coverage area. University Police headquarters is located at 5555 South Ellis Avenue. The University Police can also be reached through e-mail at cops@midway.uchicago.edu.

There are 260 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep...
moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the publication Common Sense. Common Sense describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and about security policies and awareness campaigns. Common Sense is distributed to members of the University community and is available on request by writing to the Office of the Dean of Students, 5801 South Ellis Ave., Chicago, IL 60637. The University also annually distributes its Drug and Alcohol policy to all students and employees.

RESOURCES and SERVICES

RESOURCES

ADVISING

All enrolled graduate students at SSA are assigned an advisor with whom they are encouraged to discuss their academic program and career plans. First-year advisor assignments are made with the student’s Core faculty; post-Core assignments are made in association with the student’s chosen concentration. Throughout their attendance at SSA, students are encouraged to engage any faculty member for advice or information regarding their interests or concerns. The Dean of Students is also available and may be of particular assistance regarding financial concerns, special programs, or special needs.

LIBRARY

An outstanding educational resource at SSA is the library located on the School’s first floor. The library’s collection covers all aspects of social welfare and social work as well as related material from other disciplines. It contains over 37,000 volumes including serials, journals, and reference works. The library has a large collection of microfilms and pamphlets and publications of governmental and voluntary agencies. On-line catalog and computer workstations for access to electronic information sources are also available. Readings for all SSA classes are located here.

The staff of the SSA library is available to help students locate appropriate materials in the SSA library and elsewhere in the University library system. Orientation tours for new students are conducted by the librarian each Autumn quarter.

The SSA library is a unit of the University of Chicago Library System, incorporating the main Joseph Regenstein Library and several departmental libraries including the John Crerar Science Library and the D’Angelo Law Library.

COMPUTER LABORATORY

SSA provides a computer laboratory that is equipped with 18 PC compatible and 6
Macintosh computers connected to two high-volume network printers. This lab has been established for the exclusive use of SSA students and staff, SSA computer-based courses, and other instruction. SSA has 24 laptop computers for in-class instruction use. Each computer offers the latest software provided by the University for coursework, and any applications required by classes at SSA. In addition, the lab computers have high-speed connections to the internet for browsing and e-mail services. SSA provides its own in-house IT staff for technical support.

Students use the labs to work on their own assignments and research; they also use them for statistical analysis for quantitative research courses. All students make use of the lab at one time or another during their time at SSA, either for required coursework or personal research. Each student therefore is also provided with a limited amount of password-protected storage for their own use while attending SSA.

The lab is available during all hours that the SSA building is open. Additional University resources are also available throughout the campus including the Crerar Library Cyber-Cafe and Regenstein Library computing lab.

CAREER SERVICES

SSA CAREER SERVICES

The Office of Career Services provides career and professional development programs for master’s and doctoral students. The office offers skills-building workshops for students, individual career counseling, job search strategies, an alumni contact database, and posting of jobs in the Chicago area.

The quarterly workshops are designed to provide students with the skills needed to develop efficient job search strategies, to convey transferable skills, to write effective resumes and cover letters, and to learn sound interviewing techniques.

In order to help provide networking opportunities, Career Services offers a database of over 500 recent alums who have volunteered to be alumni contacts, offering advice and mentoring for job-seekers. Several of these alumni also serve on quarterly career panels sponsored by Career Services to discuss their transitions from SSA, their current career paths, and to offer advice to graduating students.

The annual Jobs Fair is held each spring in conjunction with “Life After SSA.” The latter program is another networking opportunity between students and alumni. These SSA alumni are placed on several panels arranged by career area. The Jobs Fair offers diverse employers in the Chicago area with full-time jobs and/or paid internships the opportunity to meet and pre-interview students. Throughout the year, Career Services will send notices electronically to students alerting them to internships, fellowships, and recruiting opportunities.

CAREER AND PLACEMENT SERVICES (CAPS)

Career and Placement Services (CAPS), located in Ida Noyes Hall, assists students and alumni with career guidance, employment resources, and career planning.

For graduating students seeking full-time, professional employment, CAPS provides information and assistance on jobs in government, nonprofit organizations, educational institutions, and business. The office maintains a resource library of references, employment information, and guides to job hunting. Experienced
counselors are available by appointment to discuss with students immediate employment plans or long-range career interests. Students seeking employment in areas relating to social service administration may establish a credential file (a fee is charged for this service); copies of the file will be sent on request to employers. CAPS also provides students and University alumni a national on-line job listing service through which employers post full-time openings. Throughout the year, the office sponsors programs on successful job-hunting strategies and on opportunities in selected career fields.

On-campus and off-campus part-time jobs and internships are posted in the office. The College Work/Study Program, a part-time and summer, federally-funded employment program for students with financial need, is also administered by the office. Graduate students who are eligible for this program may work with nonprofit and governmental agencies and with the University in work which is in the public interest. The Student Employment Counselor is available at regularly scheduled hours to talk with students about part-time jobs. The web site address is http://caps1.uchicago.edu.

UNIVERSITY HUMAN RESOURCES MANAGEMENT

University Human Resources Management (UHRM), located in Ingleside Hall at 956 East 58th Street, is the central source of both full- and part-time employment within the University. It provides a variety of secretarial, clerical, technical, and other positions for spouses of University students. Spouses and domestic partners (see page 48) are invited to write to UHRM in advance of their arrival on campus, to explore their employment opportunities.

LIVING ACCOMMODATIONS

The University of Chicago provides a variety of living options for its graduate students. For single students, the choices include International House, Neighborhood Student Apartments, and the New Graduate Residence Hall. For married students, or students with a domestic partner (see page 46), Neighborhood Student Apartments offers apartment arrangements suitable for couples and families.

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year, the House accommodates over 500 graduate and advanced undergraduate (third and fourth year students) residents—about half from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes understanding and friendship among students of diverse national, cultural and social backgrounds, provides facilities that can benefit social and cultural development of its residents, and serves as a center of cultural exchange between international students and the greater Chicago community. The building is designed to facilitate informal daily interactions among residents—in the House’s kitchen and dining room, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through
its programs and activities. Scholarships and fellowships are available. All inquiries should be addressed to the Registrar, International House, 1414 East 59th Street, Chicago, Illinois 60637, telephone 773-753-2280, fax 773-753-1227 or e-mail i-house-programs@uchicago.edu.

The University owns and operates over 1200 apartments located around and within the campus area. Graduate students who are single, married, or in a domestic partnership (see page 48), and who are registered and making normal progress towards their degrees are eligible to live in Neighborhood Student Apartments. Apartment sizes range from efficiency units to large three bedroom apartments, furnished or unfurnished, in walk-up or elevator buildings. Parking lots are available at some buildings. Options for single students include single occupancy and shared apartments. Couples with children are given priority for the two and three bedroom apartments. Inquiries should be addressed to Neighborhood Student Apartments, 5316 South Dorchester Ave., Chicago, Illinois 60615. Telephone 773-753–2218.

The University of Chicago House System provides residential living for undergraduate students, and, in the New Graduate Residence Hall, for students in the professional schools. Housing at the New Graduate Residence Hall is available only for students in their first year of study at the University. Students who wish to remain in University housing after their first year should make arrangements with Neighborhood Student Apartments or with International House.

Additional information on housing options, including current costs, is sent to all newly admitted students.

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENT

The University requires all students to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. The insurance requirement may be satisfied in one of two ways:

1. Enrollment in the Student Accident and Sickness Insurance Plan offered by the University, or

2. Completion of the insurance waiver form certifying that the student has insurance coverage comparable to the Student Accident and Sickness Insurance Plan.

AUTOMATIC ENROLLMENT

Students who fail to complete an insurance application/waiver form by the requisite deadline each quarter will be automatically enrolled in the University's Student Accident and Sickness Basic Plan and will be billed for that enrollment. Students approved to register after the deadline must submit an insurance application/waiver form at registration time. Failure to do so will result in automatic enrollment in the Basic Plan.

ELIGIBILITY

The Student Accident and Sickness Insurance Plan is available to all registered students, except for students in Extended Residence, in part-time Graduate School of Business programs, and the evening School of Social Service Administration
program. Students may elect the Basic or Advantage Plan. The Basic Plan is also available at additional cost to a student's spouse or registered same-sex domestic partner, and to any unmarried children 19 or younger (children under 23 are eligible if they are full-time students).

For further information about enrollment, contact the Student Insurance Assistant, University Registrar's Office, Room 103, 5801 Ellis Ave., Chicago, IL 60637, telephone 773-702-7877. For information about benefits under the plan, contact the University of Chicago Campus Insurance Coordinator at 773-834-4543 or Chickering Claims Administrators, Inc., at 800-294-9410. Students may also submit questions via e-mail to thalbert@chickering.com or by e-mail via Chickering's Web site at www.chickering.com.

STUDENT HEALTH AND WELLNESS FEE

The University requires all students to pay the Student Health and Wellness Fee during each quarter of enrollment. This fee covers patient visits at the Student Care Center and Student Counseling and Resource Services. Students' spouses, same-sex domestic partners and dependent children age 14 and older who are insured through the Student Accident and Sickness Insurance plan are also assessed the fee and are entitled to service at these facilities.

Students who reside more than 100 miles away from the University may waive the Student Health and Wellness Fee.

SUMMER HEALTH AND WELLNESS FEE:

Students and June graduates who remain in the Chicago area during the summer but are not enrolled in classes have the option to purchase the Health and Wellness Fee for continued access to the Student Care Center and Student Counseling and Resource Services. Students' family members already on the Student Accident and Sickness Insurance plan may also purchase this fee.

IMMUNIZATION REQUIREMENTS

By State of Illinois law, all students are required to present proof of immunity to rubella(German measles), measles (rubeola), mumps, and tetanus/diphtheria. The Student Care Center notifies all new students of the requirement and provides instructions for compliance. The exact requirements vary for each disease and are
different for international students. Information and immunization forms can be accessed at scc.uchicago.edu. Students who fail to meet this requirement by the sixth week of the quarter will be notified and their subsequent registration restricted. A student who receives this notification is urged to call the Immunization Office at 773-702-9975 to resolve their status.

OTHER SERVICES

STUDENT ASSOCIATIONS
The student associations of SSA provide students with the opportunity to express their views on a variety of issues of importance to the School and the profession of social work while also providing the student body with a system of mutual support. SSA student associations take an active role in the discussion of academic, professional, and political issues in the School. Student associations also sponsor various social activities that enrich the graduate school experience.

All registered master’s students are members of SSA Student Government Association and all registered doctoral students are members of SSA Doctoral Student Association. Listed below are the student associations currently active within the school.

- Student Government Association
- Student Government Association Extended Evening Program
- Doctoral Student Association
- African American Student Association
- Latino Student Association
- Les-Bi-Gay-Trans Student Association
- Pan Asian Student Association
- Council of Jewish Social Work Students
- Community and Economic Development Organization
- Peace Now
- Advocates’ Forum
- Feminist Student Association

Please go to the student section of SSA’s web site, under “Resources and Services” for a description of each student association: www.ssa.uchicago.edu.

THE ALUMNI ASSOCIATION
Established in 1929, the Alumni Association strengthens and maintains links between the School and its more than 7,000 graduates. The Alumni Association furthers the interest of alumni, provides a bridge between alumni and the School, and promotes the School’s goals and objectives through volunteer service and generous financial support. The Alumni Association offers a full range of programs and activities designed to engage its members with the School and that contribute to individual and institutional advancement.

SOCIAL SERVICE REVIEW
Founded in 1927, the Review is the oldest continuously published journal of social work research. Widely respected by researchers and practitioners as one of the most prestigious forums for scholarship in the fields of social welfare and social work, the Review celebrated its 75th anniversary in 2002, and continues a proud tradition of marshalling
multidisciplinary efforts to address issues of social concern. Appearing quarterly, the Review publishes significant scholarly contributions related to social treatment, community organization, service delivery, social policy, political science, law, sociology, history, economics, psychology, and psychiatry. The University of Chicago Press offers subscriptions at reduced rates for SSA students and alumni. Social Service Review is edited by Professor Michael Sosin and the faculty of the School of Social Service Administration.

RESEARCH CENTERS

CHAPIN HALL CENTER FOR CHILDREN

The Chapin Hall Center for Children at the University of Chicago engages in policy research in child welfare and children’s services. Its primary functions include collecting and reporting data on the condition of children, conducting research and demonstration projects in areas of special interest for children, families, and communities, and providing information and stimulating discussion about children’s issues. A number of faculty members from the School of Social Service Administration are associates of the Center and direct research under its auspices. SSA doctoral and master-level students are research associates and assistants on many of the Center’s projects and are active participants in seminars and discussions.

CENTER FOR HEALTH ADMINISTRATION STUDIES

The Center for Health Administration Studies (CHAS) conducts multidisciplinary research on health policy and politics and the socio-economic dimensions of health. The Center currently conducts significant projects on health care policy for poor and vulnerable populations including projects focused specifically on Medicaid policy, behavioral health service in community-based settings, and school-based health care research. The Center is also launching a new initiative about how the caregiving experience varies across different care recipient groups (caregiving for the mentally ill, elderly, and children with chronic illness, for example) and over time. CHAS also supports workshops and symposia at the University of Chicago, and dissemination of health policy research.

CENTER FOR SOCIAL WORK PRACTICE RESEARCH

The Center for Social Work Practice Research provides leadership in the development and evaluation of social work intervention. The Center’s aims are to: (1) develop effective social work practice research; (2) collaborate with community agencies on research about clinical practices; (3) provide clinical practice consultation services; and, (4) foster graduate education in clinical practice and research methodology. Tina L. Rzepnicki, Ph. D., is the Director.

OTHER UNIVERSITY ACTIVITIES

The University of Chicago offers many diversions to satisfy the interests of the individual scholar. It boasts of first-rate physical facilities for the varsity, intramural, or weekend athlete that include the completely renovated Henry Crown Field House (200 meter Pro-Turf running track, four basketball courts, batting cages, the largest weight-training facility in Chicago, courts for racquetball, squash, handball, and

Left: SSA Instructor and Student
saunas), the newly constructed Gerald Ratner Athletic Center, and Ida Noyes Hall (swimming, basketball, fencing, folk-dancing).

In the arts there are the Smart and Bergman Galleries, the University Symphony Orchestra, Concert Choir and Chamber Orchestra, and the Court Theatre presentations. Students are also active in club activities (over 100 clubs are on campus) that range from chess and debate clubs to the School’s own Student Association. The oldest student film society in the country, DOC Films (Documentary Film Group), is very active. In short, University life is as varied as the students and faculty.
COURSES of INSTRUCTION

MASTER’S LEVEL COURSES

30000. Social Intervention: Programs and Policies I, II
These two courses introduce all students to the design and implementation of social welfare interventions at the community, agency, and public policy levels. The courses use case material on policy issues that require a decision. This helps students learn and exercise skills in analyzing the components of current policies; designing programmatic alternatives; anticipating substantive, operational, and political advantages and disadvantages; weighing benefits against financial costs; and making sound choices among imperfect alternatives. The courses also give students a thorough substantive grounding in several critical areas of social welfare, including those of transfer programs and such social service areas as child welfare and mental health. Some cases include an analysis of the historical antecedents of a contemporary issue and some, a discussion of underlying philosophical premises.
H. Webber/S. Lane, J. Levine/Staff, J. Levine/V. Parks, J. Henly/Staff, W. Johnson/Staff, J. Henly/R. Chaskin, J. Henly/Staff, W. Johnson/V. Parks

30100. Social Intervention: Direct Practice I, II
These two courses introduce students to the fundamental values and conceptual bases of social intervention. They are designed to teach the knowledge and skills necessary to enable students to carry out activities that will enhance the lives of people with psychosocial needs and problems. Content is structured around professional socialization, context for practice, diversity, assessment, intervention, and evaluation. Emphasis is on the development of skills for assessment and intervention with individuals, families, and groups.
Various theories and models of practice are examined to understand the similarities and differences in their approach to problem solving. The courses aim for an integration of theory and practice that will enable students to effectively intervene on behalf of their clients. Students are expected to develop an understanding of the assessment of problems and beginning competence in the processes of change.

Field Placement: All students have supervised experiences in organizations that provide social services. These field placements afford an opportunity to apply the knowledge and skills from the intervention courses. Students engage in direct intervention with individuals, families, or small groups and may have opportunities to explore intervention at other system levels within the agency and community context.

Field Seminar: A required field seminar is conducted concurrent with the course work in 30100. The seminar provides an opportunity for students to develop skills implementing the theoretical and practice material covered in the core courses. Emphasis is placed on interviewing skills, assessment skills, and techniques for intervention. Throughout the seminar, particular attention is paid to implementation of concepts related to values and ethics, diversity, and the student’s use of self.
30200. Social Intervention: Research and Evaluation
This course focuses on the generation, analysis, and use of data and information relevant to decision-making at the case, program, and policy levels. Students learn and develop skills in collecting, analyzing, and using data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, and refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. A weekly lab is included in which concepts discussed in 30200 are elaborated and practiced. This course is required of all first-year master’s students. Students with strong research skills and education may be eligible for an advanced research course, 30400. Enrollment limited to SSA students only.
E. Henderson, Y. Choi

30400. Social Intervention: Advanced Research and Evaluation
A description of this course section will be made available from the Office of Educational Programs by September 2003.
S. Lambert

30400. Social Intervention: Advanced Research and Evaluation
In this course, students further develop their knowledge of fundamental research concepts and enhance their skills in using research to inform practice and policy. Research studies, readings, and data sets that focus on kinship care policies and practice issues are used to examine problem formulation, specification of research questions, study design, measurement, data collection and analysis, and dissemination and utilization of research. Students apply what they learn by developing their own proposals for research on a particular topic of interest to them.
C. Smithgall

30400. Social Intervention: Advanced Research and Evaluation
This is an advanced course designed for first-year students who have had previous, notable exposure to research and statistical methods. The course provides students with an opportunity to enhance their understanding of core research and evaluation concepts so they may effectively appreciate and use research as a tool to inform social programs, policies, and practices. The primary objective of the course is to enhance students’ critical and independent thinking as it relates to research by reviewing published studies, designing autonomous research projects, and discussing policy and practice implications of research. Through a survey of interdisciplinary readings related to topics in human development and social policy, the role of theory, problem development, conceptualization, measurement, sampling, design, data collection, analysis strategies, ethical issues, and the interpretation and application of research results will be discussed.
E. Howard

31600. Maternal and Child Health (Ident HSTD 31600)
This course focuses on major issues in women’s reproductive health and the health of infants and children. The distribution and causes of health problems in these pop-
ulations, as well as methodological challenges involved in studying these problems, will be explored through lectures and readings. Topics will include fertility, pregnancy, infant morbidity and mortality, and childhood development.

K. Pickett

32700. Human Behavior in the Social Environment
This Core course teaches biological and social science concepts concerning human development in a social context that are fundamental to social work practice: social and ecological systems; life course development; culture, ethnicity and gender; stress, coping and adaptation; and major social issues related to development over the life course. Students learn a general framework and theory for integrating the concepts. Students with strong academic backgrounds in human behavior may be eligible for an advanced human behavior course. Please see descriptions for 33200, 42100, 43101. Enrollment is limited to SSA students only.

D. Norton, S. Diwan, C. Glover

33200. Developmental Processes and Children’s Experiences in Social Systems
Drawing on an ecological framework and a transactional model of development, this course takes a critical look at children’s developmental processes and their experiences in larger social systems such as child welfare, juvenile justice, and mental health. Programs, practice approaches, and policies can provide both risks and opportunities for children from infancy through adolescence. Risks are often compounded and social systems can enhance or impede children’s development either directly or indirectly. The class format includes didactic material, case examples, and group discussions. As part of their work, students will write and present a critical examination of a case, practice approach, or policy, integrating theory and research about child development.

C. Smithgall

34900. Advances in Biology: Ethical and Social Issues (Ident BIOS 29296; PPHA 26800)
This course examines ethical and social issues raised by advances in biology and research in the biological sciences. We begin with an overview of ethics, professional ethics, the meaning of research, and the social as well as ethical responsibilities of researchers and students in biology. The topics covered involve research training, the conduct and goals of research, allocation of research resources, conflicts of interest, patenting and intellectual property, participation of human subjects and use of nonhuman animals. Specific issues in genetics, neuroscience, cloning, and stem cell research will be addressed.

M. Mahowald

37101. Community Needs Assessment in Health and Human Services (Ident PPHA 37101)
Community Needs Assessment will explore planning and community assessment for health and human services issues. Using a foundation in epidemiology, needs assessment, planning, and strategic planning methods and considerations will be examined and course assignments will allow application. Practice for providing planning and technical assistance in planning, resource allocation, and community
assessment activities will be provided. Each class will be devoted to discussion and analysis of the specific topics indicated in advance for that class. The course will be conducted primarily in a seminar format, which requires that each student come to class prepared to participate in discussions. Students will prepare components of a community assessment.

R. Sewell

37200. Transitions to Adulthood (Ident PPHA 40500)
The transition to adulthood takes place in an economic landscape characterized by a widening gap between rich and poor. Changing economic conditions have made jobs scarce in many areas, especially inner cities. Delays in marriage and parenthood are increasingly common. Cohabitation and prolonged residence with parents characterize the life choice of many young adults. How are young people’s early family experiences related to the paths they take in early adulthood? What role does adolescent employment play in youth’s subsequent development? How do teenage child-bearers navigate the “transition to adulthood?” How do young men and women combine work and close relationships? Who are the winners and losers at this critical life transition? What role can public policy play? This seminar will explore these questions and related ones through readings and discussion of empirical research drawn primarily from developmental psychology, sociology, and demography.

A. Kalil

39000. Policies in Aging
This course begins with an examination of the historical development of public policies on aging. Students will use an understanding of this history to critically examine current policies and programs. In particular, attention is given to the design and delivery of services and their implications for the social, economic, and physical welfare of the aged and their caregivers. The unique dynamics, which accompany the initiation, implementation, and impacts of aging policies, are considered as students contemplate the design and development of future policy.

E. Lawlor

40000. Clinical Intervention in Substance Abuse
This course is an introduction to some of the major methods of substance abuse intervention with adults. Students are introduced to the basic issues in the field through readings, lectures, class assignments, and in-class activities. The primary focus is on interventions with empirical support and on verbal therapy rather than pharmacotherapy.

Participants will become familiar with classification and diagnosis of DSM-IV Substance Related Disorders and the pharmacology of non-medical drugs. They will be introduced to methods of screening for drug problems and evaluation of the pattern, context, and consequences of drug taking behavior. The major emphasis of the class is to teach participants basic engagement strategies with persons who struggle with problems related to substance use. To that end, students are exposed to motivational enhancement and relapse prevention strategies.

P. Holmes
40100. Field Case Seminar
The Field Case Seminar provides an opportunity for students to integrate classroom and practicum learning. This occurs through applying theoretical knowledge in the field and bringing field experiences to inform theoretical constructs. Emphasis is placed on helping students develop clinical intervention knowledge and skills, self-awareness, and a professional self. The seminar meets biweekly throughout the academic year and the seminar instructor is the field liaison for the students in their section.
K. Mann, M. Gibbs, K. Spirrison, D. Fireman, R. Veenstra-Vanderweele, M. Anderson

40201. Relationships in Interventions with Children and Adolescents
Relationships are important contexts for child and adolescent development. Many interventions aim to improve parent-child relationships, introduce and establish relationships with new adults (e.g., foster parents, childcare providers, mentors), or create productive relationships between social workers and youth. This course integrates a number of theoretical perspectives to better understand the development and influence of significant child-adult relationships. Special attention is given to the social, cultural, and environmental conditions which affect these interpersonal processes.
T. Keller

40300. Treatment of Children
This course is designed to be a companion course to SSA 42600: Diagnosing Mental Disorders in Children and Adolescents, and will begin where the diagnostic course ended. Assessment, treatment planning, treatment implementation, and evaluation of treatment efficacy will be addressed for DSM IV-TR disorders of children and adolescents. Students will be expected to be familiar with DSM IV-TR classification and diagnosis of mental disorders in children and adolescents. Emphasis will be placed on attention deficit and disruptive behavior disorders, anxiety disorders, mood disorders and eating disorders. Both individual and family-based approaches will be addressed. Treatment approaches that have strong theoretical and empirical basis will be reviewed. This course will be appropriate for students with interests in practicing in mental health settings, schools, health care settings, and family service programs. Prerequisite: SSA 42600.
Susan McCracken

40400. Fundamentals of Behavioral Therapy (Ident SSAD 51000)
This course is designed to teach the basic theory, models, and practice methods of behavioral treatment. The intervention methods taught in this course are based on operant, respondent, and social learning theories. These practice methods can be used with children, adolescents, adults, and families. Students will learn assessment methods, construction and implementation of interventions, techniques to enhance generalization and maintenance of treatment effects, motivational interviewing, skills training, and behavioral consultation.
Stanley McCracken
40501. Applied Behavior Analysis with Children and Families
This graduate course will survey the discipline of behavior analysis, including the experimental, applied, and conceptual analysis of behavior. The course will cover the basic principles and concepts of operant psychology, such as reinforcement, extinction, stimulus control, generalization, discrimination, and response class. A special emphasis will be placed on the application of the intervention procedures derived from these principles for understanding and improving behavior. Procedures for increasing the frequency of existing behavior, decreasing the frequency of aberrant behavior, and developing new behavior among typically developing and developmentally delayed children will be covered. The course will emphasize the unique scientific methodology of applied behavior analysis, i.e., description, quantification, and analysis. Students will learn to select, define, and measure behavior. They will learn tactics for analyzing functional behavior-environment relations. They will learn how to plan, intervene, and evaluate socially important behavior changes in a variety of settings, such as homes and schools. Finally, the course will cover technologies for producing generalized behavior changes across time, settings, and persons.
J. Smagner

40600. Social Work Intervention with Groups
This course provides basic information about the dynamics of small groups as well as general principles of group practice applicable to a broad range of settings and service populations. Focus is on the social worker as group leader with emphasis on self-awareness and leadership skills. Group situations from practice, group role play, films and group observations are used to illuminate student understanding of practice theory.
S. Cohen

40700. Conceptual Foundations in Substance Abuse Treatment
This course offers a basic overview of the history, current understanding, assessment, and treatment of substance abuse problems. It provides students with knowledge and skills related to various conceptual models of understanding and treating substance abuse. Focus is given to 12 step models, behavioral/skills training models, and motivational interviewing. A framework from which to critically analyze each conceptual model is developed. The needs of special populations are addressed. Throughout the course attention is given to the impact of socioeconomic and cultural contexts on the development, diagnosis, and treatment of substance abuse problems.
C. Mahoney

40800. Family Systems Approaches to Practice I (Ident SSAD 51200)
This course provides a systems-based conceptual and technical foundation for family and couple therapy, considering multigenerational family life-cycle development, socio-cultural context, and family diversity. We examine social constructions of the “normal family” with particular attention to changing family forms and gender roles, addressing the challenges facing couples and families in a changing world. An overview of major models of family therapy and recent developments in
strength-based collaborative approaches highlights core concepts and methods in brief problem-solving, post-modern, and intergenerational, growth-oriented models. Discussion focuses on: (a) assessment of family strengths and vulnerabilities, (b) intervention objectives, and (c) the process of change. A research-informed, integrative Family Resilience Framework is presented, identifying key family processes and intervention/prevention guidelines to foster resilience of at-risk children and distressed families by strengthening family functioning as presenting problems are resolved. Special topics include: working with child and adolescent concerns; low-income, minority families; multi-crisis vulnerable families. A broad range of practice issues and methods are illustrated with videotape and case examples.

G. Miranda, F. Walsh

41000. Psychodynamic Practice Methods I (Ident SSAD 51800)
This course provides an introduction to contemporary psychodynamic thought and social work practice. The first part examines the defining features of the psychodynamic tradition and explores the growing emphasis on relational and social domains of concern in recent theory, research, and psychosocial intervention. Readings trace the development of psychodynamic understanding and social work practice, present the core concepts and essential concerns of the major schools of thought, and describe the empirical foundations of contemporary relational perspectives. The second part, focused on clinical practice, introduces principles of treatment and methods of intervention from an integrative relational perspective. Readings examine approaches to assessment, establishment of the therapeutic alliance, formulation of goals, representative forms of communication, use of interactive experience, and termination procedures. Presentations of clinical perspectives encompass a range of vulnerable groups and emphasize realistic, flexible use of strategies in view of varying levels of functioning, coping capacities, support systems, and social environments. Critical pluralism is introduced as an orienting perspective that sponsors dialogue among multiple theoretical traditions and helps social workers consider differing approaches in light of the pragmatic concerns and core values of the profession.

W. Borden

41100. Psychodynamic Practice Methods II
This course is designed to: (1) explain the underlying theory and resultant practice of psychoanalytic psychotherapy as a contextually-based activity that reflects definitions and roles of particular cultures, client needs and self-determination, and the socially sanctioned role of the therapist; (2) introduce students to the basic principles of psychoanalytic psychotherapy through a phenomenological or experience-based approach; and (3) highlight the role of the therapist in considerations of theory and practice. The latter focuses on students’ fieldwork and related experiences. Following an introduction to psychoanalytic psychotherapy, the course examines the practice of child therapy from a psychodynamic perspective. This focus should be useful for students engaged in fieldwork because childhood experiences are often represented in work with adults as well as children, and these experiences sometimes establish critical patterns and expectations in later relationships. Prerequisite: SSA 41000.
A. Raney

41200. Self Psychology and Social Work Practice
This course provides a systematic overview of basic concepts in self psychology, with an emphasis on the integration of theory and clinical work. The conceptual framework offered by the psychoanalytic psychology of the self provides an integrated view of normal development, psychopathology, and the treatment process which can be used to understand a broad range of individuals who are vulnerable to difficulty in maintaining self-esteem, regulating internal tension, and accomplishing life goals. This course begins with a review of self psychology views of normal development, psychopathology, and the treatment process. The concepts of self object experience and the empathic mode of observation are emphasized, along with a reexamination of traditional psychoanalytic concepts of defense, resistance, transference, and counter transference. The course also briefly addresses how self psychology theory can be applied to issues of differing age groups/developmental tasks (children, adolescents, parenting, elderly), problems (child abuse, trauma), and modalities (marital, family, and group psychotherapy).

J. Gardner

41300. Cognitive Approach to Practice I (Ident SSAD 51400)
This course is based on the assumption that the ways we understand our personal capacities, interpersonal connections, and social resources have an important influence on how we actually function in the world. In other words, our expectations or personal assessments bear on how we feel, what we do, and how others respond to us. At the same time, the options (or lack of options) that we encounter in our lives shape these personal meanings. Given this perspective, the course focuses on ways to help individuals reduce problems and reach their personal goals by helping them reconsider what things mean or could mean and by working actively to open up real options in their lives.

Although the class is organized around a cognitive orientation to direct practice, it goes beyond traditional models of cognitive therapy by explicitly considering the social sources of negative meanings that many of our clients confront.

SSA 41300 is the first part of a two-quarter course. In this first quarter, emphasis is placed on gaining an understanding of the theoretical foundations of this kind of cognitive-integrative perspective. Although considerable attention will also be given to the practical applications of theoretical constructs, the major focus on practice occurs in the second quarter with SSAD 41400.

S. Berlin

41400. Cognitive Approach to Practice II (Ident SSAD 51500)
This course builds from the theoretical framework developed in SSA 41300 to explicate how a cognitive-integrative approach can be used to guide work with a variety of specific mental health and social resource problems. The emphasis here is on learning how to use this approach in social work practice with adults. Specific attention will be given to issues of assessment, case formulation, and fitting interventions to the goals, problems, and capacities of individual clients. Prerequisite: SSAD 41300.

S. Berlin
41500. The Practice of Group Work
This course will explore group work practice in clinical and educational settings. It will include a variety of experiential activities aimed at building the group worker’s skill and competence in designing and leading groups. Emphasis will be placed on understanding leaders’ roles and responsibilities in different types of groups; facilitating group dynamics to promote positive outcomes for participants; working with co-leaders; developing and implementing group work curricula; and evaluating group processes and outcomes.
D. Baptiste

41600. Public School Systems and Service Populations
This course familiarizes students with the origin and history of school social work, the organization of American public schools, the current role of the social worker in a variety of public school settings, and the populations served by school social workers. Students address issues such as the implementation of state and federal special education mandates, conducting parent interviews, writing social developmental studies, the social worker’s role at MDC/IEP meetings, crisis intervention, child neglect and abuse identification and reporting, and services to culturally and economically diverse populations. The class format includes group discussions and relevant readings. Prerequisite: Enrollment limited to students getting Type 73 Certificate, consent of Instructor required for students from other departments. (Attendance required for State School Social Work Certification.)
L. Yoder

41700. Clinical Treatment of Abusive Family Systems
The family lays the foundation in a micro-system for the future emergence of abuses in families and societal macro-systems. This course is concerned with family abuse, substance abuse, conflict and power, and the processes in which these patterns maintain themselves. This course focuses on theoretical and clinical application of a multiple systems model when working with abusive family systems. The model is designed to intervene in the societal, family, and individual contexts of the client. The classes include a mix of theoretical information and specific clinical interventions. Classes are a mixture of didactic material, video tape example, and group discussion. The course includes a broad exploration of the following areas: child sexual abuse; spouse abuse; child physical abuse; and substance abuse—drugs, alcohol, and eating disorders.
M. Barrett

41800. Social Work and the Law
This course provides an overview and analysis of the interaction of the social work and legal professions. Students acquire a framework for understanding and analyzing laws that affect the clients and groups with whom and on whose behalf social workers intervene. Students critically examine the functions of law in society, processes of legal reasoning, and lawmakers. Legislation and court decisions affecting the delivery of social services are reviewed and discussed. The course emphasis is child welfare issues, but topics related to mental health, juvenile justice, domestic violence, confidentiality, professional liability, and skills for working in
the legal environment are examined as well. The course is designed to help students understand: the use of the law as a tool in one’s social work practice; the differences in values and approaches of social workers and lawyers; major issues, legislation, and court decisions in the child welfare field; the role of the juvenile court in child protection and placement; and key legal issues in the delivery of mental health services. In addition, the course helps students learn to use legal references and materials, and to develop skills in preparing for and testifying in court.

K. Vander Broek

41900. Treatment of Adolescents: A Contextual Perspective

This contextually based course will integrate developmental and systems theory to develop a framework for the assessment and treatment of adolescents. Conceptions of adolescence will be examined using research data. Indications for individual, group, and family treatment will be delineated. Emphasis will be on sharing responsibility with the family and collaborating with other social and helping institutions from engagement to termination. Specific topics: clinical ethics, intergenerational relationships, legal and welfare contacts, substance abuse, sexual orientation, family violence, and spirituality. A working knowledge of human development, systems theory and ecological approaches to social work is required.

W. Martin

42100. Aging and Mental Health (Advanced HBSE)

This course integrates the theories and practice skills needed for effective clinical work with the elderly and their families. Understanding the issues of the developmental process of aging, fostering an alliance, overcoming resistance, use of self, therapeutic bias, and ethical dilemmas with this population are studied. Specific focus is given to both the significance of the older person’s history as well as understanding behavior within their environmental context. Students are helped to develop diagnostic and treatment skills with the elderly. Similarities and differences in assessment and practice techniques with other age groups are reviewed and generic principles identified. Concrete service delivery and case management, as well as individual, family, and small group treatment approaches are addressed. The class format includes didactic material, case examples, video tapes, and group discussions. Prior experience with the elderly is not a prerequisite. Consent of Instructor required for students from other departments.

D. Fireman

42200. Advanced Seminar on Violence and Trauma

This seminar provides an opportunity to integrate and apply the multiple systems framework studied in SSAD 41700. Developmental and neurodevelopmental effects of exposure to violence will serve as additional frameworks from which to discuss assessment and intervention strategies with specific client populations and/or within specific settings. Possible topics/populations may include, but are not limited to: youth violence (gang violence, school violence); hate crimes; cultural factors and violence exposure; survivors of war/torture; exposure to community violence; violence against the clinician; creative, expressive, and body-centered interventions and trauma exposure; and secondary or vicarious traumatization (compassion fatigue) including self-care strategies for clinicians. Group discussion,
The University of Chicago

experiential activities, and case presentations will be used to enhance the material presented. Prerequisite: SSAD 41700, only second year graduate students.

J. Levy

42400. Comparative Perspectives in Social Work Practice
Representatives of the major schools of thought in contemporary psychotherapy have increasingly realized the value of differing approaches, and clinical scholars emphasize the need to establish critical perspectives that help practitioners identify overlapping elements and fundamental principles of psychosocial intervention. This course examines representative models of clinical practice, as set forth in psychodynamic, cognitive, behavioral, and humanistic traditions, and identifies the defining features of distinct schools of thought as well as common elements, basic principles, and methods of intervention that operate across the systems. In doing so, it considers the relative strengths and limits of varying approaches in view of the core values, essential concerns, and guiding perspectives that distinguish the field of social work.

W. Borden

42500. Adult Psychopathology (Advanced HBSE)
This course covers the description, classification, evaluation, and diagnosis of the adult psychiatric disorders described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). Additional topics include how to conduct a diagnostic and psychosocial evaluation, psychiatric epidemiology, genetic factors in mental illness, cultural factors in mental illness, and discussion of the major categories of drugs used in treating psychiatric disorders. This course is appropriate for students with clinical interests and students with administration/policy interests.

Stanley McCracken

42600. Diagnosing Mental Disorders in Children and Adolescents (Advanced HBSE)
Determining the nature of an individual’s mental health problem is the first step toward rational and effective intervention. In the case of children and adolescents, the critical task of formulating a diagnosis is further complicated by the currently shifting conceptualizations of the nature and determinants of pathology in these age groups. This course focuses on assessing mental disorders in young people according to the DSM-IV-TR classification system and on recognizing the clinical presentation characteristics of each diagnostic group. Associated family patterns and key issues in interviewing parents are highlighted. Assessment methodologies, including behavioral, psychobiological, and systemic, are surveyed. This course provides a beginning information base for students interested in working with children and adolescents. SSAD 42600 is a prerequisite to SSAD 40300: Treatment of Children.

Susan McCracken

This course explores the theoretical principles and values underlying family support. The Family Support approach emphasizes prevention and promotion, an ecological framework, an integrated collaborative use of community resources, and
a focus on a strength/partnership model of practice and policy in family development. Students will learn how to plan and design a family support program using these concepts incorporating principles of program planning, program design, and program evaluation. Since group work and home visiting are major prevention strategies used in family support programs, the course also incorporates content on group work as well as home visiting concepts and approaches.

C. Peek

42800. Clinical Intervention with Socially Vulnerable Clients

Social workers are committed to social justice and to helping the most vulnerable members of society but have often found traditional methods unsuccessful with this population. Although many of these clients carry a significant psychological burden derived from the internalization of oppressive experience, clinical response is frequently limited to concrete services and problem-solving tasks. Successful engagement of socially vulnerable clients in therapeutic intervention requires an integrated approach that addresses individual dynamic issues and environmental concerns simultaneously. This course presents the conceptual framework for such an integrated approach as well as specific techniques that enhance effectiveness. Key elements such as multilevel assessment, the therapeutic use of metaphor, and understanding the meaning of action, are discussed in detail.

J. Palmer

42900. Community Partnerships for Family Support

This course provides students with the knowledge and skills necessary to work effectively with community-based organizations and community members to increase the number and effectiveness of family support initiatives. Major course topics include: identifying and engaging leaderships; working with parents and other community members as partners; community needs assessment processes (e.g., using focus groups, interviewing key decision makers); strategies for collaboration at the local and state levels; services integration, strategic planning; and the impact of policy on community-based planning.

M. Joseph

43101. Mental Illness in Psychosocial Context (Advanced HBSE)

This course provides a conceptual foundation for students working in mental health in both the clinical practice and social administration/policy concentrations. First, students read and discuss recent epidemiologic studies estimating the prevalence of mental disorder in the U.S. population and explore controversies in the classification and labeling of mental disorders across the lifespan. Second, we consider biological, psychological, and ecological influences on the development of mental health problems. Third, we examine the various pathways through which persons experiencing mental illness symptoms enter the mental health system, and explore the potential benefits, as well as unintended negative consequences, of formal treatment.

B. Angell

43300. The Exceptional Child (Advanced HBSE)

This course focuses on categories of exceptional children as defined by federal and state legislation, including the Individuals with Disability Education Act (P. L. 94-
142), the Rehabilitation Act (Section 504) and policies and programs for children who have disabilities. The prevalence and description of childhood disabilities and chronic illnesses are discussed. The role of the social worker in providing appropriate services to children and their parents in a school setting is emphasized. Methods of evaluating children as well as current research in the field are considered. Enrollment is limited to SSA students only.

Staff

43401. Family Systems: Health and Mental Health
Informed by family systems theory and related research findings, this course focuses on the ways in which families are impacted by and adapt to difficulties in health and mental health, with particular focus on the contextual factors which influence these experiences. Interwoven with discussion of characteristics of illnesses in relation to families, this course includes several substantive health and mental health topics, including HIV, cancer, substance use, severe and persistent mental illness, and developmental disabilities. In addition to this content, the course addresses ethical decision-making, professional use of self, assessment, intervention, and practice evaluation with families experiencing health and mental health-related issues.
M. Engstrom

43600. Cultural Adaptation and Transmission of Immigrant Families
A new generation of children of immigrants is the fastest growing and the most ethnically diverse segment of the U.S. child population. Immigrant parents face multifaceted challenges in their cultural adaptation and transmission, as their child-rearing values, goals, styles, and practices of the culture of origin may be no longer adaptive or well received in their new environment. How do immigrant parents adapt to the host culture and transmit their ancestral values to their children? How do they integrate various aspects of culture into their parenting practices and styles? How do variant ways of integrating components of cultures relate to immigrant children’s psychosocial outcomes? What are the favorable and adaptive parenting styles and practices that facilitate positive adaptation of immigrant children? This course will explore these questions and related ones through readings and discussions of theories and empirical research on cultural adaptation of immigrants and their families.
Y. Choi

43700. Clinical Social Work Issues In Health Care
This course explores clinical issues confronting patients and families as they interact with health care systems and how these issues affect social workers and other health care providers. Considered are the dynamics of interprofessional health care teams, recognizing cultural biases in medicine and how they affect social work and other clinical practice, and understanding the determinants of health behavior via theories of individual and group health behavior (e.g., the Health Belief Model, the Theory of Reasoned Action, and Social Action Theory). Attention will be directed to problems inherent in communication between health care professionals and patients and families, with emphasis on situations in which the two groups have different cultural constructions of reality. The link between health care communica-
tion and outcomes is emphasized as is the importance of eliciting personal and group health belief models to achieve positive health care outcomes. An effort is made to provide an understanding of the complexities inherent in the application and use of clinical interventions in different health care settings and systems of health care delivery. Value and ethical conflicts inherent in clinical practice in health care are considered, with special attention to issues related to women, minorities, the aged, and the poor.

S. Gehlert

43800. Skills for Conducting Psychotherapy with Chronically Distressed Persons
Many persons seeking treatment present problems more extreme than individuals described as the “worried well,” yet they do not display the symptom profile of persons diagnosed with a “severe mental illness.” Typically, these individuals experience chronic distress; they present impulsive coping styles, chaotic relationships, and affective dysregulation. Psychotherapy for persons presenting chronic distress provides a unique set of challenges.

Most research in psychotherapy outcomes suggests that one of the most important factors associated with successful treatment is the relationship between the consumer and therapist. Three behavioral models of psychotherapy focus on the relationship in the therapy session. To varying degrees, these therapies are based on a large body of knowledge developed over the past several decades in the study of verbal behavior. Participants are introduced to a behavioral conceptualization of phenomena such as emotion, memory, cognition, and beliefs. Discussion of these private behaviors is concluded in a presentation of a behavioral theory of the “sense of self.” They then revisit these concepts as they apply to discussion of three influential behavioral therapies: Dialectical Behavior Therapy (DBT) developed by Marsha Linehan, Functional Analytic Psychotherapy (FAP) developed by Robert Kohlenberg, and Acceptance and Commitment Therapy developed by Steven Hayes. The goal of the course is to introduce participants to three modes of behavioral psychotherapy that explicitly address the diffuse, troubling experiences presented by most chronically distressed individuals.

P. Holmes

43900. Disability: Medical, Ethical, and Psychosocial Issues
This course examines a broad range of topics relating to disability and our society. We will study traditional medical models of illness as well as models from the disability rights movement that challenge the way we view ourselves. We will examine the impact of disability throughout the lifespan, review theories of adaptation, and discuss clinical practice concerns/interventions. Participants will have opportunities to study specific disabilities of interest to them within the framework of the course. Social policy, disability-related entitlements, and recent legislation also will be covered along with disability ethics issues such as physician assisted suicide, allocation of scarce medical resources, and the human genome project.

R. Brashler

44000. Loss, Recovery, and Resilience (Advanced HBSE)
Of all human experiences, death and loss pose the most painful challenges. Unresolved loss can contribute to a range of dysfunctions, e.g., depression, relational difficulties, substance abuse, and behavioral problems. This course presents a devel-
opment systemic framework to understand the individual and family impact of death and other traumatic losses (e.g., separation, divorce, disability, migration, job loss, violence) and recovery processes. Students explore the loss of a parent, child, sibling, spouse, or other significant relationships at various life cycle stages and examine the nature and timing of losses; family roles, relationship dynamics, and multigenerational legacies; and socio-cultural influences. Research-based family resilience approach is applied to support key processes for healing and adaptation, with guidelines to assist individuals, couples, and families facing threatened loss, recent loss, and long-term complications. Video and case illustrations are provided. F. Walsh

44201. Qualitative Approaches to Program Evaluation
This course examines qualitative approaches to program evaluation in social work and social welfare programs. It provides a conceptual basis for program evaluation in social work and social welfare programs, the prevailing approaches employed in social work and social welfare program evaluation, and a conceptual lens for broadening the field by employing qualitative approaches. The approaches examined are designed to better capture the context, complexity, and change processes that characterize social work and social welfare practice. Some of these approaches alone will better assess client, family or community functioning, and/or change. Others, in combination with traditional quantitative approaches, will enhance the quality of the evaluation process and outcomes. This broadened approach to program evaluation will better address the current needs and interests of social workers and others working in social welfare programs, including practitioners, researchers, academics, administrators, and students. W. Johnson

44301. Psychodynamic Perspectives on Spirituality
This course explores the meanings and assumptions practitioners and clients bring to the psychotherapy experience. Materials are drawn from current psychology and theology texts, with an emphasis on relational theory and the co-creation of the therapeutic alliance. Students are encouraged to examine their own religious beliefs and the ways these elements inform and influence their practice. Clients’ belief systems are highlighted because attitudes and experiences regarding spirituality and religion are a significant element of self-understanding and development. A. Raney

44400. Sexuality and Social Work Practice
This course focuses on issues of sexuality with an emphasis on sexuality as it relates to practice. This course provides a conceptual framework with which students can begin to understand and evaluate concerns clients may present regarding sexuality. The course takes a developmental approach with particular attention to issues of culture and its impact on clients and their sexuality. Although gay and lesbian concerns are addressed throughout the course, it is not exclusively about gay and lesbian clients. In short, the intent is to provide an understanding of normative development of sexuality within a cultural context so that students will feel comfortable and competent dealing with concerns about sexuality that their clients may present. In addition this course provides a foundation which will enable students to critically read and reflect upon extant literature addressing different aspects of
sexuality and clinical practice.
S. Batten

44500. Advanced Clinical Research
This course teaches the skills necessary to develop and use information and data relevant to practice decision making. It focuses on the generation, analysis, and use of information pertinent to each aspect of the intervention process: problem assessment and definition, intervention formulation, intervention implementation, and intervention refinement and evaluation. The course covers strategies for selecting and using data for various practice purposes, the specification and measurement of practice concepts, data collection methods and research design, and statistical and graphical approaches to data summary. Prerequisites: SSAD 30200 or equivalent.
J. Marsh, M. Engstrom, D. Voisin

44601. Street-level Organizations: Theory and Management
The public's business is often performed by street-level bureaucracies, those public and private organizations directly responsible for policy delivery. This course examines theories that purport to explain how these complex organizations operate in a dynamic political environment and what that means for social provision. One of the purposes of this course is introduce students to alternative models for analyzing these types of organizations and to consider the ways in which these organizations influence both policy and the relationship between citizen and state. A second purpose is to consider the strategic implications of these models for policymaking, implementation, and management.
E. Brodkin

44700. Health Policy
This course is an introduction to contemporary issues in healthcare financing and delivery, providing some historical perspective on emergence of these issues. We will consider major public programs—Medicare and Medicaid—as well as smaller programs such as SCHIP and the Ryan White Care Act. We will examine these programs according to their ability to improve health care access and quality, and their ability to keep health care costs under control. We will also consider whether these programs are envisioned as part of a broader social entitlement package or as individual benefits.
C. Grogan

44800. Urban Adolescents in their Families, Communities, and Schools: Issues for Research and Policy
Early and mid-adolescence is a critical stage in the life course. Urban adolescents face special risks and often have fewer supports and opportunities to guide them through this critical period. As the U.S. population becomes increasingly diverse, particularly in urban areas, families, communities, and schools may need to create new social institutions and relationships in order to meet the needs of this new population. This course focuses on three central questions. First, how are the education and developmental trajectories of adolescents shaped by their experiences in their families, schools, and communities as well as the interrelationships among these domains? Second, what are the special needs or issues that arise for adolescents who are from
immigrant families, who are cultural, racial or ethnic minorities, or who are from educationally and economically disadvantaged households? And, third, how do we translate an understanding of the needs of adolescents and the conditions in families, communities and schools that foster positive development into the design of policies and practice?

M. Roderick

45000. Social Welfare in the United States (Ident PBPL 25300; SOSC 25300)
This course examines the evolution of social welfare provisions in American society. Special emphasis is placed on who is helped and who is not, in what forms, under what auspices, and with what goals. The changing nature of helping is analyzed with particular attention to the changing role of the state. Readings and discussion focus on provisions for the poor, for children and families, and for the mentally ill. Some comparisons are made with other industrialized countries.

H. Richman

45101. Organization and Job Design in Human Service Organizations
The goal of this course is to prepare students for client-centered management of human service organizations. The course covers definitions and practices of accountability, techniques of redesigning jobs to foster worker motivation and effective performance, and methods of conducting an “opportunity audit.” Special attention will be given to the skills and knowledge needed to manage a diverse workforce in a respectful, inclusive way, building on life-course and work-life perspectives. We will also consider the relative merits of various strategies for facilitating women’s movement into leadership roles in human service organizations.

S. Lambert

45200. African American Families: Theory and Research on the Role of Fathers
This course examines emerging theoretical debates and related research issues concerning African American families in the contemporary urban context. A particular emphasis is placed on the role of African American fathers in post-industrial America. The influences of sociological, social psychological, and ecological factors are considered from a multidisciplinary and life-cycle developmental perspective. Attention is given to the need for research on the historical, economic, cultural, and psychological issues in the relationship between African American fathers in both traditional husband-wife and emerging fragile family contexts.

W. Johnson

45300. Cultural Retention and Social Assimilation: Hispanics in the United States (Ident PPHA 45300)
Hispanics, the fastest growing population group in the United States, comprise a population diverse in race, ethnicity, and class, as well as economic and social indicators. Issues of immigration, native language retention, and their geographic concentration raise interesting social and political questions. Students explore questions of demographics, health care, criminal justice, education, immigration, social welfare, civil rights, language, religion, and culture in the context of creating an effective public policy agenda.

P. Cafferty
45400. Economics for Social Welfare (Ident SSAD 55400)
A working knowledge of economic concepts and theory is essential for most professional roles in social administration. This course introduces students to economics and to its use in analyzing social welfare policies. Economic concepts and models relating to preferences, costs, and choices are developed and used to analyze markets and issues that arise in the design and assessment of social welfare policies. Illustrations are drawn from such areas as health, housing, and disability. The course seeks both to convey the framework and concepts with which economists approach issues and to increase the likelihood that students will incorporate these in their own thinking about policy.
H. Pollack

45501. Policy Analysis: Policy Design (Ident PPHA 40000)
In the real world, people are trying to answer the question: “What is to be done?” The main purpose of this course is to provide students with general approaches for asking and answering that question in the policy world. Although we will consider several key components of the policy analysis process – problem definition, construct policy design alternatives, select criteria to evaluate alternatives, and confront the trade-offs – we will devote a substantial portion of the course to constructing policy designs and selecting criteria for evaluation. Students will write four critical analyses pertaining to different components of the policy analysis framework. These analyses build on one another into a final policy position paper.
H. Pollack

45600. Policy Analysis: Methods and Applications (Ident PPHA 40100)
This course examines both the conceptual and analytic requirements of policy analysis. Students gain experience in structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, applying appropriate analytic methods, and effectively communicating their results. A critical examination of the use of formal argumentation, benefit cost analysis, cost effectiveness analysis, and decision analysis is undertaken in the context of several applied policy problems. Prerequisites: Economics.
M. Roderick

45800. Organizing Communities and Coalitions for Social Change
This course examines theories and strategies of organizing communities and coalitions for the purpose of achieving social change. The course considers approaches, concepts, and definitions of community and the roles of community organizations, community coalitions, organizing efforts, and community initiatives. Major topics will include resident participation, community-based planning and governance, collaboration, community development, organizing in and among diverse communities, and policy implications of different approaches to community action. The course includes studies of recent and current examples of community action practice in Chicago and nationally.
R. Chaskin
45900. Staff Development and Supervision: A Systems Approach
This course is presented from the perspective of a practitioner in the field and focuses on the day-to-day realities of developing a motivated and productive workforce in today's complex environment. The value of clinical skills is highlighted throughout the course. Course content is relevant to students interested in direct practice, supervision, and administration. The course begins by establishing the broad framework for staff development: an assessment of an organization's internal and external environment as it relates to staff development; and the relationship between organizational structure and staff development. The remainder of the course focuses on five critical areas to consider in developing an effective workforce: personnel administration; conflict management; team building; workforce diversity; and supervision. Students are expected to attend and participate in class discussions. Two major assignments are required: an organizational analysis based on class discussions and reading material and a group project that includes a paper and a class presentation. Enrollment limited to 30 students.
N. Johnstone

46000. Seminar: The Politics of Welfare (Ident LAWS 55200)
This seminar explores the evolution of welfare policy in the U.S. with particular attention to scholarly debates concerning the causes of poverty and the formation of political responses to poverty. It considers alternative approaches to understanding the political, economic, and social dynamics that influence poverty policy. The seminar will also review selected issues in the contemporary debate over welfare reform. Enrollment is limited; instructor's permission is required for students from departments other than SSA or the Law School.
E. Brodkin

46300. Introduction to Health Services Research (Ident HSTD 35100)
The purpose of this course is to introduce students to the principles and methods of conducting health services research. This course covers the following methodological aspects of health services research: scientific approach, definition and concept formation, measurement, research design, and inferential methods. We will also discuss special topics such as issues involved in measuring the cost of health care, quality of care, competition, and access to care. The focus of the course is to help students (1) understand the conceptual foundation of research process, (2) learn methods of carrying out scientific inquiry in a valid and reliable manner, and (3) understand and interpret research findings in health services research. Prerequisite: Graduate standing or permission of instructor
K. Cagney/W. Manning

This course will introduce students to a variety of approaches used to evaluate social service programs and policies. The course will begin with an overview of the different roles evaluation research can play in informing policy and practice and the very real empirical and political barriers that limit the ultimate utility of rational decision making. Students will learn to frame evaluation questions and to match
appropriate evaluation strategies to those questions of primary interest to key stakeholders. Issues of research design, measurement, human subjects protection, and data interpretation will be discussed. Specific attention will be placed on addressing issues of race and cultural competence in designing effective evaluations and in carefully interpreting evaluative findings. Students also will be required to select a specific policy area and provide a critical assessment of research findings in this area and the implications of this body of research on practice and policy. Throughout the course, students will be encouraged to identify the role values play in shaping the evaluation process and influencing key findings.

D. Daro


This course will introduce students to a variety of approaches used to evaluate social service programs, but will place a particular emphasis on program management's use of evaluation techniques for program decision-making. At the beginning of the quarter, we will examine the growing demands for accountability that social service programs face from forces such as managed care, current federal fiscal policies, and public skepticism that social programs have been effective. Students will learn how evaluation techniques can help program managers respond to these pressures, given that appropriate measures have been taken to collect and analyze data to inform decision making. These techniques include: assessing a program’s evaluability, designing meaningful goals and objectives, choosing an evaluation approach, and developing process and outcome measures. Through the course materials, students come to understand the necessity of grounding evaluation approaches within an organizational context. The design of this course assumes that students have previously been exposed to research methods and other topics covered in SSA 30200 (such as formulating a research question, choosing experimental designs, sampling, survey techniques, and basic statistical inference).

M. Walker

46500. The Youth Gang Problem: Policy, Program, and Research (Ident SOCI 56800; PPHA 36200)

This course uses available research and practice to examine the youth gang problem in urban, suburban, and rural communities, with special attention given to developing and implementing policy and programs at the community level. Students complete practical exercises to foster skills in the areas of problem assessment, program development, and grant preparation.

C. Kane

46600. Special Problems in Health Care Management (Ident PPHA 46200)

This course applies principles and methods from core courses to management problems that arise in a large managed care organization. The course considers problems of pricing, contracting, human resource management, quality assessment, ethics, and strategy. Students do extensive reading in the health care management field, complete case and problem set exercises, and attend administrative rounds in a major managed care organization. This course is required of all students in the Graduate Program in Health Administration and Policy. May be used to fulfill “management” distributional requirement in the Harris School. Prerequisite: GSBC
46700. Social Administration Seminar
This seminar explores the organizational aspects of social agencies, including the students' field placement experiences. A major goal of the seminar is to help students develop an appreciation and understanding of the complex factors that affect organizational and worker effectiveness, service delivery patterns, and resource procurement and allocation. This is accomplished by applying diverse organizational theories and perspectives to the analysis of social service organizations. Topics include organization-environment relations, organizational goals, power, structure and control, ideology and technology, and special topics.
S. Lambert, M. Sosin

46800. Political Processes in Policy Formulation and Implementation
(Ident PPHA 46800)
Policies are formulated in a social and political environment which gives them shape, and which they, in turn, can be expected to alter. This course surveys a range of analytical frameworks for analyzing the politics of the policy process from the development of public issues, to legislative contests over policymaking, to policy implementation. It places these issues within the context of the changing dynamics of the welfare state, drawing on specific policy issues arising in the U.S. and other market democracies. Total enrollment limited to 25; permission of instructor required for students from other departments.
E. Brodkin, W. Sites

46900. Race and Ethnicity in American Political Life (Ident PPHA 46500; SOCI 22500)
Race and ethnicity has historically played a pivotal role in American political discourse and in the formation of social policy. Through the use of sociological literature on individual and group identity formation as well as fiction, history, and autobiography, this course examines social constructions of race and ethnicity as an analytical tool for understanding the development and implementation of social policies. Contemporary questions raised by a multicultural society for social policy and practice are explored.
L. Piedra

47000. Non-Profit Organizations: Concepts and Practice
This course examines the rationale for and distinctive role of nonprofit (or non-governmental) organizations in achieving social goals. The course will explore why we should choose (or not choose) non-profit organizations over other forms of organizing social production. Issues in the design and management of nonprofit organizations, with emphasis on human service organizations, will be explored from both the theoretical and practical perspectives. Students will complete a course paper requiring field work.
M. Sosin
This course is intended to present an overview of child welfare practice. It begins with a description of the historical context for child welfare service including the political and social conditions that have helped shape child welfare practice. Throughout the course, the impact of policy initiatives and research findings on practice will be highlighted. Discussion of the values and ethics inherent in child welfare will aim to identify and analyze critical concepts that guide practice. The course will move to a description of some of the major child welfare services and practice within each of these services. Emphasis will be placed on developing skills to critically analyze the context, issues, and constraints that shape child welfare practice.

P. Johnson
47300. Strategic Management: External Factors
This course will introduce students to the increasingly important impact that external market factors have on policy development and service delivery models in the field of social work and in health care services. The impact of market factors is experienced at multiple levels — from public policy maker to direct service staff — thus this course emphasizes both micro- and macro- level concepts. The class materials will cover a range of concepts that are key to understanding market-driven management, including strategic management, strategic alliances, strategic planning, social entrepreneurship, needs assessments, market research, organizational development, marketing, and ethics. Case studies will be used, including examples from the lecturer’s national consultation practice. Guest speakers who have experience with strategic management and market-driven social work and health care practices will share their expertise with the class.
J. Pyrce

47500. The Health Services System (Ident PPHA 46100)
This course provides an intensive overview of health services finance, economics, organization, and policy for students in health administration. The course also focuses on applied problems of health services management and policy, drawing on theory and concepts developed in core courses. The course is required for all students in the Graduate Program in Health Administration and Policy.
K. Merrell

47601. Prevention of Adolescent Problem Behaviors
Adolescence is a challenging time for children. A significant proportion of youth in this society experience various problem behaviors like interpersonal violence, delinquency, substance use, mental health disorders, and risky sexual behaviors. This course focuses on the prevention of these adolescent problem behaviors. The development of preventive interventions targeting adolescent problem behaviors requires a thorough understanding of risk and protective factors for such behaviors. This course focuses on the causal factors of problem behaviors among youth. A developmental perspective is used to focus on factors that promote or inhibit healthy development at different stages and during transitions. This course also presents an overview of theory, research, and practice in prevention science.
Y. Choi

47701. Practice Issues with Older Adults
This course will review services designed to meet the needs of older adults. In the context of this service system, the course will examine social work practice with older adults at various levels of intervention, e.g. individual, family, group, organizational or institutional, and community. The theoretical foundations and empirical support for various practice/service strategies will be examined, as well as issues related to diversity (e.g., social class, gender, and race) and their impact on the experience of aging and on social work practice.
S. Diwan
47801. Human Rights Perspective for Social Work Direct Practice
This course will explore the connections between the vision, values, and actions of human rights work and those of direct practice social work in both historical and contemporary times. It will also provide intellectual foundations and practical guidelines for forging a more rights-oriented social work practice.
S. Berlin

48001. Theories and Strategies of Community Development
This course examines community development thematically, mapping alternative conceptual and strategic approaches to community development both geographically and historically. The course focuses on the experiences of disadvantaged urban communities, especially immigrant and minority communities. Throughout, emphasis is placed on the political and economic events that shape, constrain, and enable community development. Conceptual distinctions between market-oriented and public-sector development initiatives are contrasted. Strategic methods examined include social policy legislation, private sector strategies, service delivery, and grassroots mobilization, among others. Particular attention is paid to scale—how local, regional, national, and global linkages affect community development. The course draws heavily upon contemporary U.S. initiatives, as well as students’ fieldwork experiences. Students will be introduced to regional economic analysis, statistical program evaluation, and techniques for strategy development, such as power analysis and campaign tactics.
V. Parks

48200. Seminar: Political Economy of Urban Development (Ident PPHA 40300; SOCI 22200)
This seminar develops the conceptual basis for understanding and addressing urban problems within a political economy framework. Drawing from an interdisciplinary literature on cities, the course introduces a range of analytical approaches to the economic and political forces that shape urban development, including the capitalist economy, governmental institutions, city/suburban divisions, machine/reform dynamics, urban land markets, regime politics, economic globalization, and social movements. Particular attention will be given to the relationship between politics and markets in generating urban growth, employment, real-estate development, housing, and neighborhood revitalization as well as poverty, racial exclusion, and residential displacement. The course examines a number of strategies to address problems at multiple levels of the urban system, including federal urban policies, decentralized planning and localism, electoral mobilization, political advocacy, public-private partnerships, social entrepreneurialism, and regionalism.
W. Sites

48400. Gender, Work, and Family
In this course, we will examine gender differences in income, prestige, and time use. To understand these differences, we will study the position of women within the labor market and the family, as well as the interaction between their roles in these two spheres. We will focus on gender differences in human capital, social networks, division of household labor, and single parenthood as well as the structure of work organizations, occupations, and pay scales. Our investigation will be steeped
primarily in the sociological literature, but will explore economic theory and historical accounts as well. The readings will include both quantitative and qualitative work. Students will find SSAD 48500 or a comparable basic statistics course useful background.

J. Levine

48500. Data for Policy Analysis and Management
This course instructs students in basic quantitative methods of needs assessment, resource allocation, performance monitoring, and program evaluation. Emphasis is on the statistical analysis and presentation of data to support decision making in human service organizations. The course requires students to choose one of two case studies of human service planning and evaluation, and complete progressively more rigorous analyses of these case studies using various computer datasets. The two case studies use data on the Chicago Public Schools and on the Illinois Home of Relative (HMR) foster care program.

M. Roderick, K. Merrell

48600. Community Development
Over the past 20 years, rural and urban communities throughout the United States have seen the rise of community development organizations. These organizations, usually private non-profits, have worked to undertake comprehensive housing, commercial and retail development of urban and rural neighborhoods. In many cases they have also been active in social services and education as well. The course will review the community development movement, understanding why these organizations have arisen, and comparing their success to other strategies of urban and rural development. In addition to reviewing the literature of the field, students will be expected to engage in significant field work.

H. Webber

48800. Child and Family Policy
This course examines social issues and policy dilemmas generated by the changing institution of the family. A particular focus of the course is the ongoing evolution of social policy regarding the role of the state in managing relationships between children and their caregivers, particularly with respect to vulnerable and/or stigmatized populations (e.g., the poor, single-parent families, families of color, sexual minorities). The course will examine recent legislation and administrative regulation in the areas of public assistance for low-income families, child custody, child care, youth policy including juvenile corrections, child welfare services, and adoption. It will also provide a cross-national comparison of policies intended to promote child and family welfare.

M. Courtney

48901. Family Policy
This course examines contemporary policy questions of concern to families. The course will consider (1) relevant demographic and labor market trends affecting work-family management; (2) conceptual frameworks and policy debates concerning the intersection of the state with family life; and (3) specific policy and program responses in the areas of public assistance, tax credits, child care, family
leave, and child welfare. Although the primary focus will be on American family policy as it affects low-income families generally, relevant comparisons will be made throughout the course -- cross-nationally, by race/ethnicity, and by family income.
J. Henly

49200. Demography of Aging and the Life Course (Ident HSTD 35200; PPHA 36500)
This course is a seminar in population aging and its social, economic, and political ramifications. It will examine basic models of demographic and health transitions, trends in aging and health status, characteristics of medical care and long-term care, and the implications of these for the development of public policy. Emphasis will be placed on life course approaches to the study of aging. Specific topics include health, functional status, and well-being; socioeconomic status and inequality; family structure and living arrangements; formal and informal long-term care; early life predictors of health and longevity. Prerequisite: Introductory Statistics
K. Cagney

49400. Immigrants and Refugees in American Society (Ident PPHA 46400)
This course discusses the growing populations of immigrants and refugees in American society to explore questions of social justice, political process, and public policy using history and social theory as well as fiction and autobiography written by first- and second-generation Americans.
R. Perez

49500. Social Administration Seminar
This seminar is designed for students who have elected to spend additional time in their field placements. It facilitates students’ active translation of coursework concepts, theory, and research to the practice demands of the field practicum. Using a mixture of discussion, application exercises, student presentations, and lecture, the seminar provides students with a structured forum in which to critically examine their field practicum experience and test the relevance and utility of coursework material. In addition, the seminar supports students in maximizing the learning potential of the field practicum, including acclimating to the field placement’s setting, establishing learning objectives, negotiating assignments, gaining perspective on the broader policy and organizational contexts, developing necessary technical and interpersonal skills, managing the supervisory relationship, and evaluating the field practicum experience.
T. Cortas

49600. Financial Management for Nonprofit Organizations
This course provides an introduction to the financial management of nonprofit organizations. The course prepares students to use financial information as a tool in the management of nonprofit organizations. The course covers budgeting, interpreting financial statements, managing the audit process, managing cash flow, debt management, as well as managing capital requirements and endowments.
R. Lane, M. Walker
49701. Administrative Methods
This course provides a condensed introduction to the challenges of organizational management. With a primary emphasis on internal management issues including legal structure and governance, funding, accountability systems, and human resources, this course serves as a complement to SSA 47300-Strategic Management: External Factors, as well as other management-related courses. The course provides students a conceptual framework for understanding the management function, and promotes the development of specific skills necessary to critically evaluate and purposefully select among different management strategies. Students’ past organizational and current field placement experiences are integral to the course assignments and class discussions. Given the multiple career pathways to management roles in social services, this course is designed to support both clinical practice and social administration students in their career-long exploration of the challenges of organizational management.
S. Lane

49800. Community Organization in the Urban Environment (Ident SSAD 59800)
This seminar investigates a range of conceptual and strategic issues raised by the question of urban community in an era of globalization and spatial fragmentation. Drawing from sociological theory and urban geography, this course examines the changing conceptions of community organization in the urban context to understand and evaluate the major approaches to intervention within this sub-field, including community-based social planning and service delivery, political action and community economic development. In the process, the course introduces students to basic research and professional tools appropriate for different kinds of community practice, such as the effective use of community-level data, organizing skills, and development partnering. Particular attention is devoted to recent initiatives which, responding to changes in the spatial and political economy, attempt to bring together the distinctive traditions of community organizing in new ways. Throughout, the course will emphasize the relationship between socio-spatial reorganization of the city and the opportunities for community-oriented development benefiting disadvantaged populations.
W. Sites

49900. Individual Readings and Research
Staff (01-99)

DOCTORAL LEVEL COURSES

50000. Comparative Theories for Social Work Direct Practice
Through critical analysis of a sample of contemporary social work treatment systems, this course will focus on understanding the basic dimensions of current social work approaches to individual problems, identifying the convergent and divergent aspects of these approaches, and identifying the emergent research questions.
S. Berlin (Not offered in 2003-04.)
50300. Social Treatment Doctoral Practicum
This doctoral practicum is available as an elective for any doctoral student through individual arrangements with the Director of Field Instruction.
C. Peek

51000. Fundamentals of Behavioral Therapy (Ident SSAD 40400. See SSAD 40400 listing.)
S. McCracken

51200. Family Systems Approaches to Practice I (Ident SSAD 40800. See SSAD 40800 listing.)
G. Miranda, F. Walsh

51400. Cognitive Approach to Practice I (Ident SSAD 41300. See SSAD 41300 listing.)
S. Berlin

51500. Cognitive Approach to Practice II (Ident SSAD 41400. See SSAD 41400 listing.)
S. Berlin

51800. Psychodynamic Practice Methods I (Ident SSAD 41000. See SSAD 41000 listing.)
W. Borden

52101. Conceptual Foundations of Social Work Direct Practice
This seminar provides an opportunity to selectively explore a number of literatures that contribute to the intellectual foundations of social work clinical practice. Our goal in doing so will be to deepen our understanding of the multiple levels through which human functioning can be examined and how these same levels are involved in the dynamics of personal/contextual change.

Since the course is likely to include a small number of participants, we will have the flexibility to customize it according to individual interests. This can mean choosing which readings and topics to pursue or venturing off in unanticipated directions. However, the overall plan is to focus on understanding the biological, developmental, psychological, and social substrates of human behavior and to consider how this knowledge might inform social work clinical practice.
S. Berlin

53200. Survey Research Overview (Ident SOCI 20118/30118; SOSC 25500/38500)
This course is designed for students at the graduate level, although undergraduates may enroll with the permission of the instructor. The course walks students through the process of designing a research project in which original data are collected using interviews (open-ended or close-coded). The emphasis is on tailoring your design to fit your research question. As an overview course, the class covers the entire research process from looking for funders to writing a review of the literature, from sampling to questionnaire or interview guide development, from field operations, data entry, and data cleaning to data analysis and report
writing. The class is meant to be a practical guide to actual research, but topics are necessarily covered at a somewhat superficial level in order to cover the ground. The goal is to teach students the purpose of each step, to think ahead about how choices for one aspect of the design affects others, and to make students aware of what specific skills they may need to acquire in order to carry out a particular research project. For example, students will learn about different kinds of probability and non-probability sampling strategies, when each is called for, and how these fit with other aspects of the project such as cost and time constraints, survey mode, qualitative or quantitative approach, and the like. However, students will not learn the math behind probability sampling and would have to pursue additional reading and/or coursework to be able to design a complex probability sample (although they should be able to pull a simple random or basic stratified sample from a list, or construct a suitable quota cell chart for qualitative interviews). Projects are NOT carried out during the course; rather, the course is spent producing a sound plan for carrying out a project. Eight weekly assignments, each focusing on some aspect of the design (e.g. sampling, survey mode, budget and schedule, plans for analysis), are reviewed by the instructor to provide feedback as students develop their final proposals. Students should leave the course with an understanding of how to negotiate the trade-offs faced when carrying out interview-based research. The course is recommended as an introduction and guide to students planning to collect their own data through interviews and to students pursuing an orderly survey methods sequence.

M. VanHaitsma

54000. Statistical Research Methods I (Ident HUDV 54000)
This course is an introduction to probabilistic analysis, quantitative reasoning, and descriptive and inferential statistics. The course introduces students to analysis of data on the computer and will focus on practical research applications.
T. Keller

54100. Statistical Research Methods II (Ident HUDV 54100)
This course is an introduction to regression analysis, including correlation, analysis of variance, and ordinary least squares techniques. The course focuses on issues that arise in data analysis, model building, and the interpretation of empirical results.
T. Keller

54200. Introduction to Multivariate Techniques
This course is an introduction to multiple regression and selected techniques such as principal component analysis, factor analysis, discriminant analysis, and multivariate analysis of variance. Applications to human services research are considered. Basic matrix algebra is taught as a foundation for understanding many techniques. Prerequisites: Two quarters of introductory statistics.
J. Schuerman

54300. Qualitative Research Methods
This seminar is designed for doctoral students interested in using qualitative methods for social work research. The seminar introduces students to the social science and social work literature on qualitative research, focusing initially on philo-
sophical/theoretical foundations and the researcher’s role. The seminar familiarizes students with the processes of collecting, analyzing, and presenting qualitative data and designing research proposals through a series of brief, interrelated projects. Discussions of readings and students’ research experiences assist students in developing self-reflective, critical thinking skills and acquaint them with major controversies among researchers.

W. Johnson  (Not offered in 2003-04.)

54400. Informal Helping Systems in Low Income Communities
This course will consider the importance of informal systems of support as a means of coping with impoverished conditions and as a form of mobility out of such conditions. The course will examine social psychological approaches to studying informal support systems, with particular attention to theories of social capital, social exchange/reciprocity, social support, and social networks. The course takes the view that there are benefits and liabilities that can result from reliance on informal helping systems, and it will examine the conditions and characteristics of systems that are likely to produce either or both. Race, class, and community differences in the operation of informal support systems will be considered.

J. Henly

54600. Dissertation Research
Staff (01-99)

54900. Research Methods for Social Work
This course helps prepare doctoral students to do theory-relevant research. Topics include different levels of theory, the process of conceptualization, the link between theory and data, measuring theoretical constructs, the logic of causal analysis, model specification, multiple indicator models, and advanced topics in sampling. One goal of the course is to give students insight into the challenges researchers face as they apply social science theory to real-world problems and settings. Another goal is to introduce students to a range of options for meeting these challenges. Some sessions focus on the more conceptual and technical aspects of the research process. For other sessions, different faculty discuss their research so that students may gain a fuller understanding of the relationship between social science and social work, the roles of data and theory in knowledge development, and the methodological issues researchers face as they pursue research in a substantive area.

S. Lambert

55200. The Profession of Social Work
This course considers the development of social work as a profession over the past century. How and why did this come about? In what ways did developments in political and moral philosophy, philanthropy, social science theory, the growth of the welfare state, the development of other professions, and various political and economic forces shape the social work enterprise? This will include an examination of the attempts over the past century to define what social work is, and what it is.

Right: on the main quadrangle
not. Is there a "mission" for the social work profession? What has been the role of social work education and research in the development of the profession? The course will also involve an examination of two or three issues facing the profession today.

M. Courtney

55400. Economics for Social Welfare (Ident SSAD 45400. See SSAD 45400 listing.)

H. Pollack

55501. Allocating Scarce Resources

This course explores the how and why of resource allocation. Topics covered include: Decision analysis; cost-benefit, cost-effectiveness, and cost-utility analysis; linear programming; shadow prices and sensitivity analysis; Markov modeling; queuing; the use of EXCEL-based software to numerically solve dynamic modeling; linear programming; and decision analysis problems.

This is a hands-on, problem-oriented course appropriate for students who wish to apply analytic methods and computer modeling for resource allocation. Many of the examples are from social service, public health, and clinical settings.

This course is open to doctoral students and to advanced masters’ students. Students are expected to come into the class with a prior course in microeconomics and familiarity with EXCEL. Challenging problem sets, often done in the computer lab, are central to the course. This course is not appropriate for doctoral students writing methodological dissertations in operations research/management science or for those seeking rigorous mathematical presentation. Prerequisite: SSAD 55400.

H. Pollack

55800. Perspectives on Social Welfare Politics (Ident PPHA 55800)

This advanced seminar explores alternative theoretical explanations for the dynamics of American social politics. Readings focus on historical and current issues in the development of selected welfare programs and also offer comparative perspectives on the U.S. experience. Emphasis is placed on critiquing major analytical approaches used in studying social politics, and the policy implications of various analyses.

E. Brodkin

55900. Analyzing Human Service Organizations

This course examines some approaches to the study of the organization of human services. It reviews some of the classic theories of organizations and also presents literature concerning specific human service organizations, to consider the use of theory for research. It takes the position that research should carefully be constructed around fairly general theories, and that there are many important steps to be taken in moving from theory to hypothesis to the use of data. Prerequisite: Doctoral Program enrollment.

M. Sosin (Not offered 2003-04.)

56000. Seminar on Social Policy (Ident PPHA 56000; PLSC 56500)

This seminar introduces students to alternative political and sociological approaches used to investigate the formation, evolution, and implementation of
social policy. The seminar is designed to provide a basic theoretical foundation for students preparing to conduct advanced policy research. In class discussion, students will review and critique some of the seminal theoretical literature that informs policy research and will examine specific applications of social theory to policy questions. Building on the literature introduced in the first quarter, in the second quarter students will have the opportunity to delve more deeply into selected topics and to collaborate in the development of individual research proposals. The second quarter is particularly appropriate for students preparing for or currently engaged in policy research. Advanced master’s students may be admitted with permission of the instructor.

E. Brodkin

56600. Theory in Research
This course is designed to introduce doctoral students to theorization and its role in the research process. The emphasis in the course will be on understanding the fundamental challenges posed by social-scientific investigation and their relevance to conducting research on policy and practice. Cutting across disciplines are two classic traditions in the philosophy of social science that approach questions of knowledge, observation, and causation in different ways. We will examine both naturalist and anti-naturalist conceptions of ontology, epistemology, theory, and method, as well as efforts to develop a third tradition based on “critical” or “historical” approaches, in order to outline several “paradigms” of social inquiry. These paradigms present different strategies for making the connections between such basic issues as problem definition, theory construction, research design, empirical investigation, and evaluation. Following this basic overview, the course will focus on two frequent components of social explanation (concepts of rationality and arguments based on functionality) and how they are handled differently across traditions, and then on the theoretical challenges posed by two common modes of investigation: the case study and the comparative study. Further topics for discussion may include counterfactuals, cost-benefit analyses, objectivity, and values.

W. Sites

56801. Doctoral Workshop on Theory in Social Work Research
The purpose of this workshop is to provide SSA doctoral students with the opportunity to develop a conceptual map of the diverse social science theories that undergird social work and social welfare -- as defined by contemporary scholarship in the field. The workshop is organized to support this process by offering bimonthly presentations loosely determined by a set of questions basic to the development of any field of inquiry: What fundamental epistemological paradigms are represented? What theoretical and conceptual frameworks undergird scholarship in social work and social welfare? How do scholars in the field ask questions and find answers? How do they make claims and support them? What specific research methods are used? The workshop is designed to introduce beginning students to ongoing research and scholarship in the School and to provide advanced students and faculty with a regular forum for presentation and discussion of their work. Participation in this seminar is required for first year students; advanced doctoral students and faculty are encouraged to attend on a regular basis. One faculty member or advanced doctoral student will present his or her research each session.
and may assign readings in advance.
J. Marsh

57300. Workshop on Urban Education Reform (Ident SOCI 42300)
This workshop is designed as a forum for intellectual exchange and engagement of historical and contemporary research on urban education reform. Workshop participants will be encouraged to employ multiple disciplinary perspectives to explore issues of urban education reform from the policy arena to the classroom and investigate the complex interrelationships between schools and communities. The workshop will focus considerable attention on the Chicago context and include opportunities to interact with local activists, researchers, and policy makers. Comparative research from other major urban contexts will also be considered. Time will be allotted for workshop participants to present their own research for discussion and feedback. Outside speakers will be a regular feature of this yearlong workshop series.
J. Easton/E. Epps

57400. Social Stratification
This course will investigate the bases and effects of social stratification and inequality through examination of theoretical, methodological, and empirical treatments. We will begin with competing theories for understanding why societies are stratified in general and various measures of stratification, particularly class, status, and income. We will then move to theoretical and empirical examinations of such topics as intergenerational transfer of inequality, returns to investment in human, social, and cultural capital, new structuralist views of the labor market, racial and gender barriers to labor market equality, cultural versus structural explanations for poverty, and the effects of family and neighborhood factors on achievement. Throughout the course we will address the assumptions required by various methodological approaches.
J. Levine

57500. Survey and Questionnaire Design (Ident PPHA 41800)
This course covers the principles and procedures of questionnaire design. Readings in the literature on questionnaire methodology, including cognitive aspects of survey responding, are combined with practice in the writing of questions to be used in sample surveys. Students are expected to develop a questionnaire on a research topic of their choice.
K. Rasinski

59800. Community Organization in the Urban Environment (Ident SSAD 49800; See SSAD 49800 listing.)
W. Sites

59900. Individual Readings and Research
Staff (1-99)
FACULTY

SCHOOL OF SOCIAL SERVICE ADMINISTRATION

ANGELL, BETH. Assistant Professor. B.A., North Carolina; M.S.S.W., Ph.D., Wisconsin. Fields of Special Interest: services for persons with serious mental illness; social support and service delivery networks; involuntary treatment; stigma and mental illness. Publications:


BERLIN, SHARON B. Helen Ross Professor. B.A., College of Idaho; M.S.W., Ph.D., University of Washington. Fields of Special Interest: Social work clinical practice; women and depression; cognitive models of social work intervention; and psychotherapy research. Publications:


BORDEN, WILLIAM. Senior Lecturer. B.A., Indiana University; A.M., Ph.D., Chicago. Fields of Special Interest: Contemporary psychodynamic thought; comparative personality theory; life span developmental psychology; narrative studies; psychology of religion; clinical social work practice; brief treatment; role of humanities in social work education. Publications:


Publications:


CHASKIN, ROBERT J. Associate Professor. B.S., Northwestern University; A.M., Ph.D., Chicago. Fields of Special Interest: community organizing and development; community social organization; comprehensive community initiatives; youth development; associations and nonprofits; philanthropy and social change; research
application and evaluation; cross-national research. Publications:
Chaskin, R. J. (Forthcoming). Fostering neighborhood democracy: Legitimacy and accountability within loosely coupled systems. Nonprofit and Voluntary Sector Quarterly.
Chaskin, R. J. (Forthcoming). The challenge of two-tiered evaluation in the community initiatives. Journal of Community Practice.

CHOI, YOONSUN. Assistant Professor, B.A., Ewha University (Korea); M.S.S.W., Texas-Austin; Ph.D., Washington. Fields of Special Interest: Ethnic minority youth development and the prevention of problem behaviors; immigrant/refugee children and families; research methods; preventive intervention in social work practice; culturally competent social work practice.


COURTNEY, MARK E. Associate Professor. B.A., California-Berkeley; M.A., Kennedy University; M.S.W., Ph.D., California-Berkeley. Fields of Special Interest: Child welfare services; foster care; adoption; welfare reform and child welfare; child welfare policy. Publications:


ELKIN, IRENE. Professor Emerita. S.B., Wisconsin; A.M., Indiana; Ph.D., Wisconsin. Fields of Special Interest: Psychotherapy; depression; research design and methodology. Publications:


factors in the origin and cause of affective disorders. London: Royal College of Psychia-
trists.
attitudes, social support, life events, and depressive symptoms over naturalistic follow-
ENGSTROM, MALITTA. Assistant Professor. A.B., Brown University; M.S., M.Phil,
Ph.D., Columbia University. Fields of Special Interest: prevalence of and relations-
ships between childhood sexual abuse, psychological distress, drug use, and
intimate partner violence among women in substance use treatment; the co-occurrence
of mental illness, substance use, trauma and/or HIV; linking research and
practice; advanced quantitative methods. Publications:
Engstrom, M., El-Bassel, N., & Gilbert, L. (In preparation). Childhood sexual abuse history,
mental health and substance use: Partner violence risk factors among women in
methadone treatment.
risk among women in methadone treatment.
Schiff, M., El-Bassel, N., Engstrom, M., & Gilbert, L. (2002). Psychological distress and
intimate physical and sexual abuse among women in methadone treatment programs.
GEHLERT, SARAH. Associate Professor and Deputy Dean for Research. M.A.,
M.S.W., University of Missouri-Columbia; Ph.D., Washington University. Fields of
Special Interest: Women’s health and mental health; adaptation to neurologic illness
and traumatic injury; survey methods of research; practice evaluation; cultural
biases in research and practice. Publications:
Spencer, N., Gehlert, S., & McClintock, M. (in press). Race, socioeconomic status, and
diversity of the human menstrual cycle throughout the life span.
chosocial Seizure Inventory (WPSI) using the Dichotomous Rasch Model. Seizure.
Hartlage, S., & Gehlert, S. (2001). Differentiating premenstrual dysphoric disorder (PMDD)
from premenstrual exacerbations of other disorders: A methods dilemma. Clinical Psy-
chology: Science and Practice, 8, 242-253.
(pre-PMDD) and risk for major depressive disorder: A preliminary study. Journal of Clin-
ical Psychology, 57, 1571-1578.
disorder to major depression and anxiety disorders: A re-examination. Journal of Psy-
chosomatic Obstetrics and Gynecology, 21, 17–24.
dysphoric disorder as defined in the Diagnostic and Statistical Manual of Mental
Disorders-IV. Journal of Women's Health, 8, 75-85.
imensional Health Locus of Control scales in measuring adults with epilepsy. Journal of
of Life Research, 6, 648-649.


GROGAN, COLLEEN. Associate Professor. B.A., Wisconsin, Ph.D., Minnesota. Fields of Special Interest: American government and public policy; health policy; and health politics; the American welfare state; comparative state-level policy and politics. Publications:


HENLY, JULIA R. Assistant Professor. B.A., Wisconsin; M.S.W., Ph.D., Michigan. Fields of Special Interest: urban poverty; informal support systems; child care; social welfare policy; work and family issues; employment discrimination. Publications:


JOHNSON, PENNY RUFF. Lecturer and Dean of Students. B.S., Wisconsin; A.M., Ph.D., Chicago. Fields of Special Interest: Protective services, adoption, and foster care; child welfare case decision-making. Publications:


Johnson, Penny R. (Under review). Reunification and permanency decisions in child welfare.

Johnson, Penny R. (Forthcoming). The role of organizational factors on clinical decisions in child welfare.
JOHNSON, WALDO E., JR. Associate Professor. B.A., Mercer University; M.S.W., Michigan; Ph.D., Chicago. Fields of Special Interest: Paternal involvement in fragile families; male involvement in adolescent pregnancy and parenting; physical and mental health status among African-American males; the application of qualitative research methods in policy research and program evaluation. Publications:


KELLER, THOMAS E. Assistant Professor. B.S., Stanford; M.P.A., Ph.D., University of Washington. Fields of Special Interest: Children's social and emotional development; prevention of child mental health problems; attachment theory and research; community-based programs for positive youth development; child welfare and child mental health policy and services. Publications:


LAMBERT, SUSAN J. Associate Professor. M.S.W., Ph.D., Michigan. Fields of Special Interest: Organizational theory and management; the relationship between home and personal life; lower-skilled jobs and low-wage workers. Publications:


LAWLOR, EDWARD F. Professor and Dean. A.B., Bowdoin College; Ph.D., Brandeis University. Fields of Special Interest: Aging; health policy; income maintenance; and policy analysis. Publications:


LEVINE, JUDITH. Assistant Professor. A.B., Harvard, M.A., Ph.D., Northwestern. Fields of Special Interest: Poverty and social policy; welfare policy; social stratification; low-wage labor market; gender inequality; organizations and occupations; economic sociology; health. Publications:

Levine, J. A. (under review). Does welfare reform reflect the social context of poor women’s welfare and work choices?


MARSH, JEANNE C. Professor and Chair, Doctoral Program. AB, Michigan State; MSW, Ph.D., Michigan. Fields of Special Interest: Program and policy development and evaluation; services for women, children and families; practice decision-making. Publications:


MCCCRACKEN, STANLEY G. Senior Lecturer and Associate Professor of Psychiatry. A.B., Northwest Nazarene College; A.M., Ph.D., Chicago. Fields of Special Interest: Behavioral and cognitive behavioral treatment; behavioral pharmacology; behavioral medicine; mental illness and substance abuse treatment; psychiatric rehabilitation; staff training; implementation of evidence based interventions; multicultural mental health services. Publications:


MIRANDA, GINA E. Assistant Professor. B.S., University of Wisconsin-Oshkosh; M.S.S.W., Ph.D., University of Wisconsin-Madison. Fields of Special Interest: Qualitative research methods; practice-based child welfare research; multiracial and multicultural identity development. Publications:


NORTON, DOLORES G. Samuel Deutsch Professor. A.B., Temple University; M.S.S., Ph.D., Bryn Mawr College. Fields of Special Interest: Early environment related to social, cognitive, and temporal developmental outcomes and academic achievement of children in high risk environments; education for family support. Publications:


PARKS, VIRGINIA. Assistant Professor. B.A., Colorado; M.A., Ph.D. California-Los Angeles. Fields of Special Interest: Urban labor markets; immigration; gender inequality; job training; community economic development. Publications:

Parks, V. (in progress). Immigrant enclaves and ethnic niches: connecting household, neighborhood, and spatial accessibility to ethnic and gender segregation in the Los Angeles labor market.

Ellis, M., Wright, R. & Parks, V. (under review). Work together, live apart? Geographies of racial and ethnic segregation at home and at work in Los Angeles.


PEEK, CHERYL. Lecturer and Director of Field Education. B.A. Fisk University; A.M. Chicago. Fields of Special Interest: Mental health; cultural diversity and cultural responsive practice; field instruction/supervision.

PINKSTON, ELSIE M. Professor Emerita. B.A., M.A., Ph.D., Kansas. Fields of Special Interest: Practice methods development including behavioral family intervention, behaviorally disordered children, and clinical gerontology. Publications:


POLLACK, HAROLD A. B.S.E., Princeton University; M.P.P., Ph.D., Harvard University. Fields of Special Interest: HIV and hepatitis prevention efforts for injection drug users; drug abuse and dependence among welfare recipients and pregnant women; infant mortality prevention; child health. Publications:


RODERICK, MELISSA. Associate Professor, A.B., Bowdoin; M.A., Ph.D., Harvard. Fields of Special Interest: Education policy; urban high schools; adolescence; youth policy; human resources policy; and empirical analysis. Publications:


ROSENHEIM, MARGARET K. Helen Ross Professor Emerita. J.D., Chicago. Fields of Special Interest: Historical perspectives on social welfare policy; social policy toward children and youth, including juvenile justice.


RZEPNIKCI, TINA L. Professor. A.B., DePauw University; A.M., Ph.D., Chicago. Fields of Special Interest: Child welfare services; case decision making; task-centered and behavioral practice; and practice research. Publications:


Right: Lunchtime
## ASSOCIATES

### PART-TIME LECTURERS 2003-2004

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<th>Name</th>
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<tr>
<td>Anderson, Mary Lynn</td>
<td>Joseph, Mark</td>
<td>Kane, Candice</td>
<td>Raney, Ann</td>
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<td>Baptiste, Donna</td>
<td>Kane, Candice</td>
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<td>Barrett, Mary Jo</td>
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<td>Batten, Steven</td>
<td>Levy, Jeff</td>
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<td>Brashler, Rebecca</td>
<td>Mann, Katharine</td>
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<td>Cohen, Stephen</td>
<td>McGowan, Elizabeth</td>
<td>McCracken, Susan</td>
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<td>Cortas, Teresa</td>
<td>Merrell, Katherine</td>
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<td>Daro, Deborah</td>
<td>Pate, Gary</td>
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<td>Fireman, David</td>
<td>Perez, Rose</td>
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<td>Gardner, Jill</td>
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<td>Gibbs, Maggie</td>
<td>Palmer, Joan</td>
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<td>Glover, Christine</td>
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<td>Henderson, Edward B.</td>
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<td>Holmes, E. Paul</td>
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<td>Johnstone, Nancy</td>
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### RETIRED INSTRUCTIONAL STAFF

- Elizabeth Butler, A.M., Lecturer.
- Janet Kohrman, A.M., Lecturer.
- Virginia Myran, M.S.W., Field Work Assistant Professor.
- Lillie Patterson, M.S.W., Field Work Assistant Professor.
- Jeanne Robinson, Ph.D., Senior Lecturer.
- Ignacia Torres, M.S.W., Field Work Assistant Professor.

### FIELD WORK STAFF—UNIVERSITY OF CHICAGO MEDICAL CENTER 2003-2004

- Dalla Rosa, Julie, A.M., Field Work Assistant Professor.
- Habercross, Karen, M.S.W., Field Work Assistant Professor.
- Smith, Barbara, A.M., Field Work Assistant Professor.
- Spencer, Judy, A.M., Field Work Assistant Professor.

### SENIOR CLINICAL ASSOCIATES 2003-2004

- Afable, Lou, Ph.D., Chicago Public Schools.
- Crigler, Edith, Chicago Area Project.
- Vespa, Hazel, A.M., Children’s Memorial Hospital.

Left: Editor and advisor of *Advocates’ Forum*, a student-published academic journal.
CLINICAL ASSOCIATES 2003-2004

Allen Brown, Jeanette, Chicago Commons.
Auslander, Shelly, Romona Elementary School.
Bilal, Sheryl, Community Mental Health Council, Inc.
Blumenthal, Denise, Chicago Read Mental Health Center.
Bogie, Kathy, Skokie School District.
Booton Wilson, Kathy, Deborah's Place.
Bowker, Susan, Northwestern Memorial Hospital.
Catalanotte, Ken, Catholic Charities, SOLISA Transitional Shelter.
Cheng, Joy, Off Campus Learning Center.
Ciesiik, Richard J., Chicago Read Mental Health.
Crowe, Elizabeth J., Chicago Fire Department.
Daiter, Karen, Bernard Zell Anshe Emet Day School.
Dalla Rosa, Julie, University of Chicago Hospitals.
Dean, Paul, Turning Point Behavioral Health Care.
Duros, Peg, Center for Contextual Change.
Fegenhols, Wendy, DuPage County Mental Health Department.
Feldman, Jill, Turning Point Behavioral Health Care Center.
Flowers, Nancy, Evanston Commission on Aging.
Freedman, Alan, Midwest Center for Justice.
Geller, Michelle, M.S.W., Mandel Legal Aid Clinic.
Golden, Robyn, A.M., Council for the Jewish Elderly.
Gross, Phil, The Ark.
Gualtieri, Helen, Chicago Public Schools.
Habercross, Karen, M.S.W., University of Chicago Hospitals.
Hillbruner, Michael, Southeast Alcohol & Drug Abuse Center.
Hermanek, Diane S., Evanston Hospital.
Hirasawa, Edythe, Advocate Lutheran General Hospital - Older Adult Services.
Huenik, Jim, A.M., Pillars Community Service.
Hulsh, Maya, Niles West High School.
Hurwitz, Laura, Swedish Covenant Hospital - Health Center at Roosevelt High School.
Jacobsen, Ken, Jewish Children’s Bureau.
Jesko, Kathleen, M.S.W., North Shore Homes East.
Jessen, Heather, Lorene Replogle Counseling Center.
Johnson, Sandra R., North Shore Senior Center – Northfield.
Joyce, Marianne, Marjorie Kovler Center for Survivors of Torture.
Kaplan, Susan, Jewish Children's Bureau.
Kauffman, Riki L., PLOWS Council on Aging.
Knight, Susan, Evanston Northwestern Healthcare Perinatal Family Support Center.
Laude, Amy, Children’s Memorial Hospital.
Lerfelt, Rebecca, A.M., PLOWS Council on Aging.
Mahoney, Kate, Peer Services.
McCardell, Carol, Thresholds.
McVicker, Jason, Chicago House & Social Service Agency.
Meer, Tami, The Keshet Day School.
Mervis, Dr. Bonnie, North Shore School District 112.
Moore, Marie, M.S.W., Pillars Community Services.
Nathanson, Fran, Thresholds.
Nutini, Laura, St. Joseph Hospital.
O’Donohue, Tim, Albany Park Community Center.
Oster, Stephanie L., Northwestern Memorial Hospital.
Planz, Barbara, Hinsdale Central High School.
Pozy, Jeanne, University of Chicago Center for Psychiatric Rehabilitation.
Prestitino, Greg, U.S. Probation.
Protes, Marianne, Maine East High School.
Ramos, Stanley, Casa Central.
Rosenblum, Lorie, Oak Park Hospital.
Ross, Al, Project Achieve.
Ruthberg, Kayleen, The Salvation Army.
Sabo, Marena, Children’s Memorial Medical Center.
Salmeron, Gloria, Misericordia.
Sanders, Jack, Blue Gargoyle Youth Service Center.
Searcy, Dr. Yan, New Phoenix Living Center.
Scheib, Sally, M.S.W./M.Div., Esperanza.
Singer, Laura, The Living Room Café.
Slavis, Barry, Chicago Health Outreach – Heartland Alliance.
Smith, Barbara, University of Chicago Hospitals.
Sparlin, Brent, Advocate Illinois Masonic Medical Center.
Spencer, Judy, University of Chicago Hospitals.
Spreitzer, Leo, Maine Township Council on Alcoholism.
Steinhauer, Amy, WomenCare Counseling Center.
Stewart, Heather, Community Care Options.
Stillman, Mindy, JUF Uptown Café.
Stolowich, Jane B., Oak Forest Hospital of Cook County.
Stoops, Charlie, Westside Domestic Abuse Project.
Sullivan, Janet P., Frances W. Parker School.
Sweet, Gordon, Pillars Community Services.
Tabacchi, Gina, Metropolitan Family Services.
Taylor-Dudly, Laurel, Chicago Area Project.
Thier, Candice, Youth Outreach Services.
Vandermark, Lisa, Presbyterian Homes.
Ward, Patricia, Chicago Lighthouse for the Blind & Visually Impaired.
Wertymer, Karen, Metropolitan Family Services.
Zayas, Jose, Youth Guidance.
Zonis, Leah, Hartgrove Hospital.

SOCIAL ADMINISTRATION ASSOCIATES 2003-2004
Crigler, Edith, A.M., Chicago Area Project.
Lindsey, Handy, A.M., Field Foundation of Illinois.

FIELD AGENCIES AND INSTRUCTORS 2003-2004
ACCESS Community Health Network. Donna Thompson
ACCCION Chicago. Carmen Jimenez.
Ada S. McKinley Foster Care Services. Faye Edwards, Mark Moses, Margo Roethlishberger
Advocate Illinois Masonic Medical Center. Joel Gratch, Alicia Heinzman, Amy Steinhauser, Maura Neafsey, Brent Sparlin.
Advocate Lutheran General Hospital. Vito Alberga.
Advocate Lutheran General Hospital - Older Adult Services. Edythe Hiraseawa.
AIDS Foundation of Chicago. Karen Reitan, Sara Schmitt.
Albany Park Community Center. Margaret Joly, Tim O’Donohue.
Alternative Schools Network. Dianne Hieken.
Alternatives, Inc. Rebecca Levin, Antonio Pryor, Zofia Ruzyc.
America’s Second Harvest. Douglas O’Brien.
Amerilex Associates. George Savarese.
Association House. Maria Ayala.
Barr-Harris Children’s Grief Center. Johanna Sonnenfeld, Sharon Williams.
Blue Gargoyle Youth Service Center. Jack Sanders.
Bridge Communities, Inc. Joyce Hotham.
Casa Central. Stanley Ramos.
Catholic Charities. Pat (Patricia) Green.
CAUSES. Robert Spector.
Center for Contextual Change. Peg Duros.
Cermack Health Services of Cook County. Michael Pierce, Sara Musa-Rosario.
The Chicago Children’s Advocacy Center. Yolanda Hernandez.
Chicago Department of Public Health - Greater Grand Mental Health Center. Penelope Minor.
Chicago Department of Public Health - Northwest Mental Health Center. Ana Navaarro.
Chicago Fire Department. Elizabeth J. Crowe.
Chicago House & Social Service Agency. Jason McVicker.
Chicago Lighthouse for the Blind & Visually Impaired. Patricia Ward.
Chicago Public Schools. Dr. Lourdes Afable, Siria Behrens, Susan Currie, Helen Gualtieri, Patricia Hardmon, Pamela Robinson, Judy Schechtman, Bruce Stein, David Temkin.
Chicago Read Mental Health Center. Mickey Bowlan, Denise Blumenthal, Richard Cieslik.
Chicago Women’s Health Center. Lauren Gothen, Sara Walz.
Children’s Home & Aid Society. Marlene Aviodun, Christine Bectooft, Janelle DiMichele, Anna Glass.
Children’s Memorial Medical Center. Amy Laude, Sarah Mass, Marena Sabo, Hazel Vespa.
ChildServ. Jill Anderson, Renee Dickerson, Rick George, Edward Vega.
Community Care Options. Ilysa Grossman, Heather Stewart, Joan Servatius.
Community Mental Health Council. Sheryl Bilal.
Conant High School. Cindy Kozlowski.
Cook County Juvenile Court. Michael Clements.
Cook County Juvenile Probation. Irvin Ashford.
Core Center. Vicky Sultzman.
Council for the Jewish Elderly. Robyn Golden.
Deborah’s Place. Kathy Borton Wilson.
Department of Children & Family Services (DCFS). Elaine Goodrick, Kathryn Romberg.
DuPage County Mental Health Department. Wendy Fegenhols.
Ecker Center. Richard Pauley.
Esperanza Community Services. Sally Scheib.
Epilepsy Foundation of Greater Chicago. John Reilly.
Evanston Commission on Aging. Nancy Flowers.
Evanston Hospital. Diane Hermanek, Michelle Koeckott.
Evanston Northwestern Hospital - Adolescent Day School. Mary Geidner.
Evanston Township High School. Paula Confressi, Anthony King.
Ezra Multi-Service Center. Phyllis Shadwick.
Family Care of Illinois. David Rennard.
Field Foundation of Illinois, Inc. Handy Lindsey, Jr.
Fourth Presbyterian Church. Evan Farrar.
Frances W. Parker School. Janet Sullivan.
Hamdard Center. Shamim Sufi.
Hartgrove Hospital. Tanya Foster, Guy Hanie, Alana Johnson, Robert Michels, Leah Zonis.
Haymarket Center. Rick Love, Mary Jane Miller.
Heartland Alliance - Chicago Health Outreach. Barry Slavis.
Hinsdale Central High School. Barbara Plantz.
Hinsdale Hospital. Susan Swane.
Horizons Community Services. Carolyn Snieker.
Howard Area Community Center. Maria Pedreguera.
Hyde Park Day School. Laura Thompson.
I A.M. A.B.L.E. Family Development. Pam Lawson.
Institute for Juvenile Research. Sally Mason.
Interfaith House. Pamela Kerr.
Isaiah Counseling Center. Juanita Madrigal.
Jackson Park Hospital. Lynette Thomas.
Jamal Place. Austa Murray.
Jane Addams Hull House - Domestic Violence Court Advocacy. Charyti Reiter.
Jane Addams Hull House - Respite Care. Beverly Nash
Jewish Children’s Bureau. Tamara Besser, Susan Kaplan, Diane Schlipper.
JUF Uptown Café. Mindy Stillman.
The Keshet Day School. Tammy Moer.
Las Casas Therapeutic High School. Mary Carey.
Lawyer’s Committee for Better Housing. Amy Greimann.
The Living Room Café. Tiffany Newsome, Laura Singer.
Lorene Replogle Counseling Center. Heather Jessen.
Lyons Township High School. Pam Locke.
Maine East High School. Marianne Protess.
Maine Township Council on Alcoholism. Leo Spreitzer.
Maine West High School. Susan Rosseland.
Mandel Legal Aid Clinic. Michelle Geller.
Marjorie Kovler Center for Survivors of Torture. Marianne Joyce.
Midwest Center for Justice. Alan Freedman.
Misericordia Home. Gloria Salmeron.
Monroe Pavillion. Rick Walsworth.
New Phoenix Living Center. Dr. Yan Searcy.
The Night Ministry. Mark Bradley, Carole Mills, Dave Wywialowski.
Niles West High School. Maya Hulsh.
North Shore School District 112. Lynn Korman, Dr. Bonnie Mervois.
North Shore Senior Center - Northfield. Sandra Johnson.
Northtown Rogers Park Mental Health Center. Donald Giddens. Wille Sykes.
Northwestern School of Law. Monica Mahan.
Oak Forest Hospital of Cook County. Jane Stolowich.
Oak Park Hospital. Lorie Rosenblum, Gabriele Micheal.
Ounce of Prevention - Kids PEPP. Paula Casas, Julie DeLapp.
Peer Services. Sharon Gale, Steve McManus.
Pillars Community Services. Jim Huenink, Marie Moore, Rita Raciak, Gordon Sweet.
PLOWS Council on Aging, Riki Kauffman, Rebecca Lerfelt.
Premier Hospice, Francette Williams.
Presbyterian Homes Social Services, Sheila Quirke, Lisa Vandermark.
Pride Alternative School, Jen Perlis-Glassman.
PRIDE Institute and Solutions at Columbia Lakeshore Hospital, Rose Nudo, Michael Vandekreke.
Project Achieve, Al Ross.
Rainbow House, Lisa Capparelli.
Response Center, Becky Carter.
River Forest Public Schools District 90, Andrea Friedman.
Rogers Park Child and Adolescent Services Program, Jodi Messinger.
Romona Elementary School, Shelly Auslander.
Rush Hospice Partners, Rosemary Salerno-Amato.
St. Anthony’s Hospital, Lisa Breach, Maggie Brent, Sister Barbara Staley.
St. Catherine Hospital, Carmen Rodriguez.
St. Joseph’s Carondelet Child Center, Amy Perlmeter.
St. Joseph Hospital, Laura Nutini.
The Salvation Army, Terese Cortas, Kayleen Ruthberg.
San Miguel Febres Cordero, Inc, Michael Anderer-McClelland, Marilyn Rusnak.
Scholarship & Guidance Association, Jo Thompson.
School City of East Chicago, Irma Ramirez.
Shore Community Services, Kate Jesko.
Skokie School District 73 ½, Kathie Bogie.
South Central Community Services, Anne Hollister.
South East Alcohol & Drug Abuse Center, Michael Hillbruner.
Southwest Women Working Together, Judy Chapman.
Southwest Youth Collaborative, Shirley Alfaro.
Specialized Assistance Services (Formerly SASI), David Renze.
Streamwood Behavioral Health Center, Jane Caton.
Success Center, Dave Bieschke.
Swedish Covenant Hospital Health Center at Roosevelt High School, Laura Hurwitz.
Taherah Towers, Debbie Blair, Jessie Williams.
Thresholds, Shannon Ford, Carrie Griceas, Eric Hogan, Carol McCordell, Fran Nathanson, Kathy Pesek.
Tinley Park Mental Health Center, Dean Conrad, Sharon McGee.
Trilogy, Inc, Jennifer Casey, Melaney Craig-Hrechko.
Tri-City Community Mental Health, Brenda Jefferson-Cooper.
Turning Point Behavioral Health Care, Maria Tolpin.
University of Chicago Asthma Center, Ethan Israelsohn.
University of Chicago Chapin Hall, Steve Budde.
University of Chicago Children’s Hospital, Amy Scheerman.
University of Chicago Hospitals, Judith Arneson, Julie Dalla Rosa, Karen Habercross, Anthony Houston, Ethan Israelson, Dedra Jones Markovich, Jeanne Pozy, Amy Scheerman, Barbara Smith, Judy Spencer.
West Side Domestic Abuse Project. Christine R. Call, Charlie Stoops.
West Suburban Hospital. Jerome Pietriściak.
Windermere Senior Health Center. Jeff Solotoroff.
Women’s Treatment Center. Nancy Mork, Lisa Parks-Johnson.
Women Care Counseling Center. Amy Steinbauer.
Woodlawn Mental Health Center. Barb Prindville.
The Youth Campus. Barbara Spriggs.
Youth Organizations Umbrella. Don Baker, Alison Kramme, Jason Price.
Youth Outreach Services. Josette Heredia, Jamie Noto, Jennifer Poeletti, Charly Smith, Candice Thier.
YWCA. Josephine Ruiz.

Above: SSA’s annual job fair
SSA CALENDAR

SUMMER QUARTER 2003

June 24  Classes Begin
July 19   EEP Field Orientation
July 24   SSA Classes End
Aug. 29  Quarter Ends
Aug. 29  Summer Quarter Convocation
Sept. 5  Field Instructors Meeting & Orientation
Sept. 13 EEP Students Orientation & Registration
Sept. 22-26 MA Orientation & Registration
Sept. 22-26 Doctoral Students Orientation & Registration

AUTUMN QUARTER 2003

Sept. 29 Classes Begin
Oct. 6   Field Work Begins (2nd Year Students)
Oct. 7   Field Work Begins (1st Year Students)
Nov. 27  Thanksgiving Holiday
Nov. 28  SSA Closed
Dec. 1-5 Winter Quarter Registration
Dec. 5   Field Work Evaluations Due
Dec. 12  Quarter & Field Work End
Dec. 12  Autumn Quarter Convocation
Dec. 13-Jan. 4 Winter Break

WINTER QUARTER 2004

Jan. 5   Classes & Field Work Begin
Jan. 19  Dr. Martin Luther King Jr. Birthday Observance
March 8-12 Spring Quarter Registration
March 12  Field Work Evaluations Due
March 19 Quarter & Field Work End
March 19 Winter Quarter Convocation
March 22-26 Spring Break

SPRING QUARTER 2004

March 29 Classes & Field Work Begin
May 21   Final Field Work Evaluations Due (Second Year)
May 28   Final Field Work Evaluations Due (First Year)
May 31   Memorial Day Holiday
June 9   Field Work Ends (2nd Year Students)
June 10  Field Work Ends (1st Year Students)
June 11  Spring Quarter Ends
The University of Chicago Campus Map